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ABSTRACT

This study examines local, ongoing inservice practices and programs for school board members in Pennsylvania in order to devise a program that local districts can adapt or adopt in response to their own needs. Following a brief introduction, a summary describes how data for the study were gathered by means of a series of interviews and questionnaires sent to experts on school board affairs, superintendents and board presidents, and board members in a partially random sample including 153 of Pennsylvania's 505 school districts. The summary also provides a brief characterization of the sample's respondents and districts. The study's subsequent presentation of its findings is divided into three sections: (1) The Needs of Pennsylvania School Board Members, (2) Existing and Recommended Local School Board Inservice Programs and Practices, and (3) Constraints on Board Inservice Programs. After presenting seven short conclusions, one of which is that no single inservice program applies equally well across all districts, the author then provides a local board development program outline that includes recommendations on program leadership, elements, content, and evaluation. The study concludes with a selected bibliography and 3 extensive appendixes containing 23 tables and separate sets of sample questionnaires and interview forms. (JBM)

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EDUCATING THE BOARD OF EDUCATION

by

Antonia Neubauer

Paper prepared for the annual meeting of the
American Educational Research Association
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INTRODUCTION

In an article written for the PSBA Bulletin Nick Goble, Assistance Executive Director of the Pennsylvania School Boards Association wrote:

> One of the strengths of local control is that membership on school boards is diversified....But board members are laymen. Practically all of them attended or participated in the public schools. They usually come to their new duties with some fixed idea of what the public schools did to them or for them. Generally, they have no notion of effective boardsmanship. Therefore a wide range of local, state, and national orientation programs and continuous inservice training are imperative if you are going to attract and keep good, well-informed board members (Goble, 1977, p.8).

Essentially, basic training--orientation and inservice are vital to enable school board members to deal with the complexities of the school system they are overseeing. Yet too often the areas of inservice and orientation are relegated to the background, leaving board members to their own devices. A 1976 Doctoral dissertation reported that of 250 questionnaires sent to various school districts and administrators in Pennsylvania and West Virginia, almost 60 percent of the school districts did not even have an orientation program for new school board members (Doyle, 1976). Even fewer districts have any ongoing, formal inservice programs above and beyond the basic orientation programs. A more recent study of approximately 200 board members indicated that 46 percent of the respondents had no formal board development program (a program that has a budget, has someone in charge, and is thought of as a normal part of school district operation). Thirty-nine percent had an informal program and only 12 percent said they had a formal inservice program (Neubauer, 1980). Yet school board members, as any employees entering a new job situation demanding unique technical skills and knowledge, need to acquire these abilities in order to function

wisely. Houston Conley, in an address before the National School Board Conference affirmed:

> We expect the employee to show systematic skill improvement as he stays on the job--we also like to equate this to an increase in productivity. If we are to have effective board members, they too must be trained in the latest techniques for handling and dealing with the soundness of a program (Conley, 1974).

In essence, school board member direct perhaps the most crucially important and often the largest "business" in their districts. The board's decisions touch almost every member of their communities--children, teachers, and citizens alike. In order to be able to understand the issues and problems that face them and to be able to act effectively and decisively, board members need to have a vital, on-going orientation and professional development program (Walter, 1980; Recruitment Leadership and Training Institute, 1975). Research over the past ten years indicates that such programs are sadly infrequent (Doyle, 1976, Hurwitz, 1971, Snyder, 1976). Ed Moldof a former school board president, summed up the problem very well, writing:

> We get on the job training by fulfilling our responsibilities, attending board meetings, serving on committees, and reading the back-up material, etc. But this form of education is slow, fragmented and, in my experience, incomplete. There are always important gaps in our knowledge that we don't fill in for a variety of reasons no matter how long we are on the board. We are too timid to ask about what we don't know in public for fear of appearing stupid; we don't want to take up valuable board time by continually requesting supplementary information; and we deal mostly with people (even fellow board members when they report on committee activities) who don't fully realize the depth of our ignorance about their subject, and therefore, make little attempt to present us with a comprehensive, jargon-free, well-organized presentation (Moldof, 1979).

This study then, proposed to identify the skills and the knowledge that board members needed as part of their everyday jobs. Secondly, it proposed

to examine how board members were actually going about learning the issues, controlling the situations, and mastering the skills the job necessitates. third, the study proposed to find out how one thought board members should be acquiring knowledge and skills. Finally, the study proposed to cull a model that is generally applicable to all school districts from the literature on inservice; the strategies, approaches, and methods of local district inservice practices; and opinions of board members, superintendents, and experts.

This study was unique in a field that is conspicuous for the paucity of formal research. Although many articles have been written on the need for inservicing our nation's school board members (Gobel, 1977; NSBA, 1976; PSBA, 1978, Hurwitz, 1971), and some literature exists concerning what should be done theoretically in a local board development program (Doyle, 1976; Snyder 1976; AASA, 1980, LTI, 1975), practically nothing had been done to determine what actually was occurring locally. This study then allowed researchers and programmers to design board development materials around activities that were actually occurring in our school districts. Finally, it identified model local programs that could be adopted or adapted by other districts to suit their own needs.

This paper will review the general procedures and the findings of the study. The introduction has presented the problem under consideration and a brief review of the literature. The second section describes the study procedures and the respondent characteristics. In the third section, the findings of the study are discussed and briefly analyzed. Conclusions are stated in the last section. Appendices contain a set of tables pertinent

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to the paper, questionnaire samples, and recommendations for a local board development program.

SUMMARY OF THE STUDY

The study was designed to examine local, ongoing inservice practices and programs for board members in the Commonwealth of Pennsylvania in order to determine a program that could be adapted or adopted by local districts in response to their own needs. The specific questions asked by the study were.

1. What were the inservice needs of school board members as determined by experts in the field of school board studies, superintendents, and school board members

2. What local, ongoing inservice programs and practices have local districts and school boards established to meet those needs

3. According to experts, superintendents and school board members, should local districts have a formal, ongoing inservice program; and if so, what kind

4. According to experts, superintendents, and board members, what are the major constraints on the initiation or expansion of local ongoing inservice programs and practices for school board members?

Data were secured by means of a self-administered questionnaire and a series of interviews in districts throughout the state and analyzed using a multiple discriminant analysis and chi square tests. These questionnaires are contained in Appendix B and C. Questionnaires were sent to twelve experts in the field of school board affairs, as determined by their experience with and study of school boards, their status in the field of state and national education, or their knowledge of Pennsylvania. Superintendents, board presidents, and board members in a partially random sample of the 505 school districts within the Commonwealth of Pennsylvania were also

surveyed. The sample consisted of 236 Pennsylvania school districts--the sixty-nine second class districts, 134 of the 401 third class districts and the thirty-three fourth class districts. usable responses were received from eight of the experts, or 66 percent; 139 superintendents, or 459 percent; 91 board members, or 39 percent; and 75 board presidents, or 32 percent. Altogether, the sample included 313 respondents from 153 districts or 44 percent of all possible respondents.

As the response rate from board members and presidents was lower than expected, ten districts that had not been sent questionnaires were randomly selected and their board presidents and vice president polled by telephone on selected questionnaire items. These responses were then compared with the original survey responses, in order to assure that the original responses were representative of the whole.

Characteristics of Sample Respondents

Three groups of respondents were surveyed in the study--experts, board members (including presidents) and superintendents. As the experts were already known in their field and were a very small group, demographic data other than their sex was not sought. Board respondents, however, displayed the following characteristics.

- 65 percent were male and 35 percent were female, a slightly higher percentage than exists presently in Pennsylvania.
- The average age of the board respondents was 47.5 years and forty-one percent were in the 41-50 age range.
- The mean length of tenure of board respondents was 6.5 years and the median was 5.0. Thus respondents had served on boards longer than their counterparts statewide.
- Eighty-two percent of board respondents were elected and 18 percent, appointed.

- More than half (64 percent) of board respondents had completed at least four years of college, 28 percent had some graduate work or a Masters degree, and 11 percent had a Doctorate.

- Board respondents cam primarily from four groups--professionals, 30 percent; managers, 18 percent; homemakers, 14 percent; and educators, 13 percent.

The superintendents who responded to the questionnaire described themselves as follows:

- Only one of the 139 superintendents was female. (Pennsylvania had only two female superintendents when this study was conducted.)

- Sixty-two percent of the superintendents who responded to the questionnaire had Doctoral degrees; 38 percent had Masters degrees. Of the superintendents interviewed, 12 of the 14 had Doctoral degrees.

- Length of superintendent tenure was not considered in the questionnaire, but superintendents interviewed had served on average 7.5 years.

Characteristics of Sample Districts

District characteristics were of four types--size, type, location, and finances.

- Twenty-five percent of the districts included were second class districts with a population between 30,000 and 500,000 students. Fifty-eight percent were third class districts with a population between 5,000 and 30,000 students. Sixteen percent were fourth class districts with less than 5,000 students. These percentages are very close to the original sample percentages. Eight third class districts were interviewed, as were six second class districts

- Rural districts represented 41.5 percent of questionnaire responses; suburban districts, 34.5 percent; and small town, 21 percent. Only a small number, 3.2 percent, were from urban districts. Of the fourteen districts interviewed, two were rural; three, small town; eight, suburban; one urban

- The largest percentage of districts responding came from the southeastern part of the state--38 percent. Thirty-one percent came from the Southwest; 19 percent, from the

Northwest; and 12 percent, from the Northeast. Districts interviewed were from three areas--8 from the Southeast, 4 from the Southwest and 2 from the Northwest

- Seventy-four percent of the districts surveyed had budgets smaller than $12,000,000. Sixty-four percent of those interviewed fell into the same category. At the same time 16 percent of the questionnaire respondents and 28 percent of the districts interviewed had budgets between $18,000,000 and $29,999,999. Only 3 percent of the respondents had budgets over $30,000,000.

FINDINGS

In discussing the data, results will be reported in three separate sections:

- Needs of Board Members
- Existing and Recommended Local School Board Inservice Programs and Practices
- Constraints on Board Inservice Programs.

The Needs of Pennsylvania School Board Members

Five key findings emerged from an analysis of the needs of Board members.

1. There is a core group of topics that belong in any school board inservice program across all types of districts. These topics include superintendent selection, evaluation, and relations; budget preparation and interpretation; educational goal setting, achievement, and program evaluation; and collective bargaining and legal topics.

2. There is general agreement as to the least popular topics in a local inservice program. Least appreciate by board members are topics that deal with the services of the state and national school boards associations; parliamentary procedure; research and development; interdistrict relations;

community politics, government; federal aid; or the role of advisory committees.

Most of these topics fall under the heading of "school and community topics." They tend not to deal with the "here and now" of running a school district. Rather, they are all somewhat abstract. That these topics are ranked lower by respondents, however, does not mean that they should be automatically excluded from a local inservice program. Board members don't always like to learn what they don't already know (Neubauer and Mecklenberger, 1980). Thus a superintendent, board, or professional group designing board development programs, ought to weigh carefully the local relevance of these less popular topics. Should board members be unfamiliar with parliamentary procedure and conduct long raucous meetings, a session on Roberts Rules of Order might be beneficial. Table 1 illustrates these findings.

3. When spread out over a large group of respondents across many districts the data indicate that respondent or district characteristics generally do not affect the selection of topics for board inservice. Within a single district, however, respondent or district characteristics may be far more important.

The aggregate data minimize the individual differences that may appear on a small, nine-member board. On a local level, the superintendent or person presenting an inservice session has to know the biases and areas of interest of individual board members. As one superintendent wisely said, "I ask every new board member why he ran and what his mission is. Everyone has a cause, and it should be on the table. Then we can respond to that mission. I don't challenge that mission, but staff it."

At the same time individuals in charge of board development and superintendents should never take board member skills for granted, regardless of the background of the board member. Just because an individual is a corporate vice president of personnel does not mean that he or she understands the personnel issues encountered in a school district. Referring to effective strategies and tactics that he uses to help board members benefit from board development activities, a superintendent in western Pennsylvania said, "I assume they don't know things. Starting from scratch in inservice gives me something to build on....Bankers are the worst in making money decisions. You think they know, but they don't...."

4. Beyond the core group of topics to be included in a board development program, other topics of interest depend on the issues that were current in each individual district. During the interviews, board presidents and superintendents were asked in what areas they had concentrated the greatest part of their recent board inservice. Table 2 illustrates the wide variety of topics considered in each of the districts interviewed. It is obvious from this table that on a local level, there is no single inservice design that is sufficient to meet all the needs of all the districts. Beyond a certain core of topics, the design of the local board development program must be tailored to the differential needs of each district. Such tailoring implies planning and assessing each individual district's personal characteristics, problems, and issues.

5. Respondents made clear that the presentation of factual information needs to be supported by opportunities to develop the skills required to deal effectively with key issues. The importance of skill development is illustrated in Table 3 when board members responded that they tend to

measure the effectiveness of an inservice activity more frequently on the basis of improved job performance than on an increase in factual knowledge and understanding.

Interviews underscored the need for skill development. Superintendents and board presidents were asked what benefits they hoped their boards would receive from local inservice programs. Table 4 presents a list of these benefits. Note that most of the benefits were described in terms of skills. Board members wanted to develop listening and communication skills, to improve planning and decision-making, to develop an awareness of the problems faced by those working directly in the schools, to subordinate their own biases to group needs, to increase self-control, and to understand the role of the board in the context of the overall educational system. These skill needs, unlike topics to be covered, are common to board members in all districts regardless of class, type, or finances. Furthermore, the data point out that simply providing board members with facts on specific topics may not help them to apply those facts constructively. Handing board members materials to read does not imply that the board members can communicate this information to the public. Hearing a lecture on collective bargaining does not guarantee that the board president will follow proper negotiating protocol.

Existing and Recommended Local School Board Inservice Programs and Practices

1. What is being done and what should be done? Question 1 on the survey asked school board members, presidents and their superintendents if their districts had a formal school board development program, one with a

budget, someone in charge, and thought of as a normal part of district operations (Table 6). Results indicated that few districts do have a formal program, 12 percent. Yet close to half, 49 percent have informal procedures. They "work at improving school board skills and knowledge as needed, when the opportunities arise, or when a school board member expresses interest." Thus 61 percent of those surveyed in Pennsylvania were doing something. Yet 2 out of every 5 respondents say they have no formal program. Most likely, one of these two boards is a rural, low budget 4th class district. Table 6 points up the relationship between inservice and district class...

Why do 4th class rural districts do less? Data suggest that the lack of rural inservice may relate to the lack of leadership provided by a superintendent, who may be less educated than his or her counterpart in other types of districts; local provincial attitudes and distrust of "experts" on the part of the boards; costs of inservice that involve travel to other parts of the state or county; and geographical factors, such as distance, topography, or climate.

To determine what activities were and should be undertaken respondents were given a list and asked which activities had occurred in their districts over the past two years, who paid the costs, and which should occur in the next two (Table 7). The least frequent activities were board retreats (14 percent), needs assessments (21 percent), and visits to schools outside one's district (37 percent). The most popular activities were subscribing to "The American School Board Journal" (75 percent), visiting schools within the district (72 percent), and participation in workshops or seminars conducted by a university or school boards association (74 percent). Generally

speaking, few board members paid their own costs for these activities. Finally, board members felt they should conduct more activities of all kinds in the next two years. The greatest changes were in the areas of planning and development: 37 percent more respondents would like to have more formal needs assessments and 23 percent, more board retreats.

Interestingly, districts seem to have their own learning styles and preferences. You can see on Chart 1 that urban respondents prefer to travel to conventions and learn from experts rather than acquire knowledge at the local district level. At the other extreme, rural districts avoid travel and experts, and learn most from reading, visiting their local schools, and attending state school boards association workshops. As one board member said, "I don't like to send people out of state. They get more out of local conferences in Altoona." In both types of districts, however, the choice of development activities involves little or no formal, local inservice leadership. Small town districts engage in somewhat more activity than rural districts, and are more willing to travel within the state. Nevertheless, they avoid experts or consultants, out-of-state travel, needs assessments, and retreats, they dislike the "outsider." As a lonely superintendent noted: "In a small town, everybody knows each other. It's hard for the board to decide if they are a board or a friend. There is a reluctance to accept outsiders. The high school principal has been here for fifteen years and is still an outsider. The superintendent will always be considered an outsider."

On aggregate, the most creative local board inservice programs seem to have been developed in suburban areas. Suburban inservice activities are wider ranging--involving such efforts as needs assessments, retreats, travel

to state association workshops and conventions, local school visitations, and the like. These programs are the most likely to demand formal, local inservice leadership skills on the part of board and superintendent.

Data also suggest a relationship between the board development activities undertaken and the educational level of the superintendent. Chart 2 in all activities except school visitations and needs surveys, boards in districts with superintendents having higher degrees participate in more activities than boards in districts where superintendents only have masters degrees.

2. Who has or should have the major responsibility for coordinating board inservice? As Table 8 indicates, the responsibility for all forms of development lies largely in the hands of the superintendent. Forty percent of the respondents said the superintendent was responsible for pre-election training; 51 percent for overall development; and 60 percent for orientation. The weakest area of development was that of pre-election orientation for candidates, where 33 percent of those responding said no one was in charge. Less than 15 percent of either board members or board presidents took charge of any single form of board development.

The educational level of the superintendent doesn't seem to be related to program leadership. But district type, unlike education, is related to program leadership. As you can see (Table 9) in the rural northwest, there is frequent lack of leadership for board inservice. At the other extreme, among the more urban or suburban northeastern districts surveyed, someone is often in charge, particularly of pre-election and new member orientation.

The choice of who is in charge is also affected by the particular aspect of the program under consideration (Table 10). Pre-election frequently has no one in charge and is not done. Boards and superintendents were concerned over possible accusations of "election meddling" if they gave candidates information. New board member orientation has someone in charge more frequently than any other form of board development. Although most inservice is led by the superintendent, board presidents were heavily involved in orientation programs; and the board as a whole, in overall inservice.

Table 8 also indicates who respondents thought should be in charge. Fifty-four percent of those responding felt either the board or the board president should be responsible for overall board development; 44 percent, for pre-election inservice; and 40 percent, for orientation. New board member orientation was the only area where more than 50 percent of respondents felt the superintendents should have overall responsibility for overseeing development. Boards, then, want to take more responsibility for their development programs; and superintendents want to take less.

In districts interviewed, (Figure 1) the organizational structure of the board, the personality of the superintendent, the district staff and administration, and the history of the district, seem to indicate that leadership and coordination of board development by the board as a whole is impractical. In most of these districts, the superintendents saw themselves as strong leaders, the chief executive officers of the district. Although they delegated tasks and responsibilities, ultimately, they were responsible for what occurred in the district, including planning for board development activities. For the most part, the boards were organized into committees

often including district administrators and principals, that were used as vehicles for researching and reporting particular topics of relevance to the board. The residency of the board was, in many cases, not rotated each year; and this added a sense of stability to the overall organization of a board development program. In a few districts, the leadership of the president was behind the organization of the board development program. In all districts, board presidents and superintendents worked closely to coordinate board activities.

The background of the district also explained why many of the districts interviewed had opted to delegate board inservice. Many of the districts had previously had a weak superintendent or a leadership vacuum that had forced the board to try and cope with all the aspects of running the school districts. Board members realized that running the district themselves was too complicated and sought out a strong leader to help them develop their own boardsmanship skills and knowledge. Thus the board deliberately chose an individual who could act as a strong chief executive officer. Board development in all its aspects was a natural extension of this new superintendent's job.

3. Who is conducting or should conduct board training programs? Table 11 indicates that rarely, in most districts, did local board members, teachers, federal or state government officials, college or university professors, NSBA staff, or lay advisors lead local workshops. Overall, more than a third of the workshops were conducted by superintendents; more than a quarter by local administrators; and slightly less than a quarter by PSBA.

Respondents, however, think more people ought to conduct inservice programs--experts, local people, board members, and association people--and superintendents ought to conduct less (Table 12). Specific preferences

were noted for certain topics. Respondents wished to involve PSBA in collective bargaining and superintendent relations, and secondarily in finance. Superintendents were preferred sources for hiring and finance. In the areas of curriculum and facilities, board members preferred to involve local administrators or even teachers. Finally, in the area of community relations, board members were interested in learning from local board members and lay advisors, as well as superintendents.

Data collected in interviews supported the claim for wider participation in conducting inservice. In the 14 districts interviewed, not only was board inservice delegated to administrative staff, but board and community played active roles. Except in the area of collective bargaining, PSBA was less of a primary resource for local inservice than for many districts surveyed.

4. What topics areas are being and should be covered? If we go back and look at Table 11 we see that the most popular topics covered were school finance and collective bargaining; the least popular, hiring practices and superintendent relations. Remember that superintendent relations was described as the number one need of board members. It is possible that superintendents, who usually are responsible for the inservice subject matter, are reluctant to deal with this topic. This does not seem to be true in the districts interviewed. Seventy-one percent of these districts held workshops in the area of superintendent relations. Most interviewed suggested that most of the superintendents made a strong effort to clearly define their role in relation to their board before being hired and to have the board formally evaluate their performance on a yearly basis according to pre-established criteria. Interviewed superintendents all felt their

jobs to be more secure and pleasant if the guidelines for their board relationships were carefully discussed and defined. Since the average tenure of a superintendent in the districts interviewed was 7.5 years, having an informed board has not undercut the superintendent's support. One superintendent interviewed expressed this feeling well: "In working with people, it is human engineering. People must be involved and must understand. Communication...the bottom line is that well-informed school board members tend to become supportive."

In fact, districts interviewed conducted workshops more frequently in all areas than most districts surveyed. All fourteen districts interviewed had conducted workshops in collective bargaining; nine, in hiring practices; twelve, in curriculum; nine, in facilities; ten, in superintendent relations; and nine, in community relations. Perhaps sharing leadership responsibility among different educational groups in the districts allows for more local workshops.

5. Are there or should there be policy statements on board inservice? As you can see in Table 13, where policies (and district funds) do exist, they deal most frequently with travel to conventions and conferences. Yet boards would like to see more policies relating to their own inservice, particularly orientation for new board members. Certainly policy would help to legitimize board development in the eyes of both board and community.

6. Who attends or should attend board inservice sessions? Table 14 indicates that attendance at board development activities is generally restricted to board members and key staff. Respondents, however, felt that more people should participate in board development, particularly board candidates.

Participation was a key ingredient in most of the interviewed districts. The range of board development activities was broader and often reached out to involve other groups in the community. For example, in one district principals and other administrators were non-voting members of committees. A superintendent in a southeastern district arranged bi-monthly informal board dinners for give-and-take with people involved in the local educational process. One dinner was with school custodial staff; a second, with teachers.

Citizen advisory committees were utilized by boards in several districts interviewed. A small urban district held its committee meetings at lunch time and provided meals for board and public who attend. Press often receive special attention. A superintendent near Philadelphia holds a two hour press conference the day of his regular board meeting to explain the information to be covered. The press is given the same backup data received by the board at its work session. This workshop data is also distributed to schools and libraries for all to read. Board meetings in this district were organized to attract citizenry. In essence, then, in many interviewed districts, both board and superintendents reached out to the citizenry, realizing that an informed community could contribute to the success of many of the educational ventures.

7. When should inservice be conducted? This was not a direct question, but was considered under the topic of constraints on inservice. Looking at numbers 11, 12, and 13 on Table 15, you can see that board members seem to be willing to give up evenings for meetings, but can't decide which is worse--weekdays or weekends. Superintendents dislike sacrificing weekends. Experts seem to misread the practitioners and prefer weekend

meetings. When one looks at the data according to sex (Table 16), the flexibility of women leaps out at you! They will go any place at any time!

8. What inservice people, resources, or strategies most contribute to board member knowledge or skills? Conversations--with superintendents, local staff, colleagues, teachers and others--and a board member's personal experiences in his or her daily life--on the job and as a parent--are considered the most important contributors to board effectiveness (Table 17). It is interesting to note that the most popular formal actual inservice--reading journals and other publications are considered by board members to contribute little to effectiveness. Respondents disagree, however, about the importance of a board member's personal experience (Table 18). Board members and presidents place high value on their personal experiences as parents, in their businesses, and in their conversations with teachers of their children. This response seems to lend credence to a thesis of Peter Cistone's that a board member's experiences, background, and lifestyle tend to prepare him or her for board service (Cistone, 1978). It also underscores the need to elect board members who have demonstrated responsibility in their everyday lives. Finally, the data suggest that the personal experience of board members makes them harder to influence and less likely to change as a result of board development activities.

Experts and superintendents, however, place little value on board personal experience, and in some incidences dismiss it as irrelevant. It is possible that experts and superintendents feel that a board member's prior experience contributes to his/her biases, the causes that made him/her run for the board in the first place. Finally, experts and superintendents

may well underestimate the importance of a board member's prior experience and overestimate their own ability to effect change in an individual.

Strategies for helping board members learn mentioned in the survey questionnaire include visiting a site where an issue of concern is handled effectively or talking to an expert (Table 19). In essence, board members want to "go places, see people, and do things," not stay at home and read.

Interviews highlighted some strategies and tactics used by superintendents to help their boards. These strategies reflect district, superintendent, and board characteristics. For example, Lancaster, covering only five square miles could have luncheon meetings, where a district covering 197 square miles could not.

The personal strategy and tactic most often mentioned by superintendents was that of honesty, brutal frankness, complete disclosure. Be sure the board is totally informed. If the board is informed they work with the superintendent to solve problems. If they are uninformed, they blame the superintendent when problems arise. A second tactic was thorough preparation for meetings--knowing material and anticipating questions. A third area had to do with the personality and assurance of the superintendent. As one superintendent said, "A lot is personality, my personality." Other personal techniques included being sensitive to individual board member needs in order to anticipate problems and "preservice" board members, and fostering confidence in the administration's ability to do its job.

Strategies and tactics relating to board relations were highly varied and sometimes contradictory. The most frequently mentioned involved treating all board members the same way and never socializing with individuals. A second important tactic was to let the board "stick their necks out" on

issues, and, in return, let them get the credit. To assume that the board does not have full knowledge of what is occurring is a third strategy mentioned. If a superintendent always assumes he has to provide his board with backup information, he will never be caught with an uninformed board.

Two strategies deserve special note. I mentioned that one superintendent has management team members (principals and administrators) participate as active members of all board committees. In this way each side can learn how the other operates as well as share information. Finally, a second superintendent uses the community as researchers for the board. He and the board have over 150 people involved in various task forces on issues of concern--class size, school finance, curriculum, etc.--and these members present detailed reports and recommendations to the board. Not only do they contribute to general board knowledge, but they force board members to keep current. If board members have to respond to an informed citizenry, they have to be informed themselves.

9. Why should board members bother with development? Table 20 indicates that the major incentive for board members is to gain knowledge and skills. A secondary reason is to find fellowship with peers; but this incentive is considerably less apparent and relates particularly to attendance at national or state sponsored conferences. In other words, planners and leaders of board development not only have to provide quality inservice activities, but convince board members that participation will lead to improved job performance and job payoff. They ought not to delude themselves into thinking that a trip to San Francisco is sufficient to attract board members in this day of rising costs and budget cutting.

Constraints on Board Inservice

If we know what to do, why can't we do it? What are the constraints? The key constraints on inservice are time, quality, pressure to conserve funds, the lack of whole board interest, and the fact that too many sessions are conducted during weekends (Table 15). For superintendents, time is the major constraint on inservice. Lack of whole board interest is noted by presidents and experts as the key constraint. It may be that although board members as individuals are interested in their own professional development, the group as a whole lacks leadership and does not take the time to plan any formal whole board activities. Other issues, personal and public, may interfere when the whole board sits down to plan.

Quality is also listed as a major constraint both for the board members, who go to inservice sessions, and for experts, who often are in the business of providing these sessions. All too often topics are treated superficially, rooms are hot and stuffy, the audiovisual equipment does not work, and the material to be learned is presented in a way that is either irrelevant or incomprehensible to board members. Presenters too often seem to forget that they are dealing with a group of professionals, leaders in their communities, who demand the same high standards of performance from educators as they do from their own employees.

Pressure to conserve funds was a major issue in all classes and types of districts (Tables 21, 22), although suburban districts rated this constraint considerably lower than the other types of districts that responded. Suburban communities may be composed of wealthier individuals who fled the city and are more willing and able to allocate funds for education than other types of communities. Suburban constraints centered first on the

issue of time, time for family and time for business. Small town residents, and their rural counterparts, raised a second financial issue--lack of personal funds. Board members in the small town and rural areas may simply not be as wealthy as their urban or suburban counterparts. Further, small town and rural districts may not allocate sufficient monies for board inservice to supplement the state authorizations.

Finally, if one asks whether any of these constraints should be considered "insurmountable," the answer would have to be "no." As Table 15 shows, on a scale of 1 to 7 with seven as "very constraining," respondents don't rate any of the constraints very highly. These data suggest that creativity, foresight, and sensitivity in designing inservice might minimize most difficulties.

CONCLUSIONS

These data can be summarized in seven short conclusions.

1. One can establish guidelines for consideration in a local board development program and present a set of examples of "programs that work," but there is no single inservice design or model that applies across all local districts. What school board members and presidents need to know or to be skilled in is generally constant, but what boards or individual board members do or do not do is highly district specific.

2. Significantly more board development needs to occur at the local district level, especially in rural and small town districts. Neither boards nor superintendents are taking an active enough leadership role in promoting or coordinating board development.

3. The state school boards association plays a crucial role in both promoting and providing board development activities and resources, but it cannot be expected to replace the role of local board inservice focused on specific district conditions.

4. Local board inservice needs to be more participatory, involving a wider variety of people and groups both in conducting various activities and in attending sessions. At the same time, the sessions need to offer direct job payoff and provide more "hands on" type activities for board members.

5. Strong board development programs seem to promote stability in a district, reducing both superintendent and board conflict and turnover. When they understand problems, board members seem more willing to work with their superintendent rather than blame him or her. Board members experience less frustration and anxiety, because they know how to find answers and ask proper questions. Often communities are more understanding and supportive, because they too have participated in the board development sessions.

6. A superintendent's perception of himself and his role in relation to the board, as well as his or her educational level affects his or her willingness and ability to provide a strong board development program. The superintendents who were most actively involved in board inservice had Doctorates and saw themselves as educational leaders, "Chief Executive Officers" of the school district.

7. A creative board development program that has meaning for participants, in which participants have a sense of pride and ownership, and which results in demonstrated job and district benefits can exist despite the traditional constraints on board development. Both board members and

superintendents are clear in their desire for more local inservice regardless of time or pressure to conserve funds.

A LOCAL BOARD DEVELOPMENT PROGRAM: RECOMMENDATIONS

A major conclusion of this study was that there is no single inservice program that applies across all districts. Each district when examined on an individual basis has its own unique characteristics that determine the structure of a suitable board development program. These include district characteristics, board characteristics, board president characteristics, state and federal laws and regulations, and superintendent characteristics. A good local board development program incorporates these factors in the design presented below.

Program Leadership

1. In theory responsibility for board development should rest with the whole board. The board should determine its needs, the kinds of programs it wishes, the amount of funds it will allot for development, and the inservice policies it should have. Responsibility for the actual implementation of the program can be delegated to the superintendent.

2. In fact, depending on whether the board actually does or does not assume responsibility for its own development, the local superintendent may serve as program catalyst, orchestrator, advisor, or all of these; but he/she must be certain that the school board has and maintains a viable ongoing board training and development program.

3. Superintendents can and should delegate responsibility for particular activities or individual board inservice programs to a variety of groups or individuals. Simply because a superintendent is the overall program director does not mean that he or she should supply all the information to the board himself or herself. A wise superintendent utilizes the expertise of local staff, community groups, professional associations, universities, experts, board members themselves, and others in providing information to his/her board. Table 23 presents a sample list of resources available for some of the core elements of a local board inservice program.

Program Elements

1. A good school board training and development program contains both an orientation component for new board members and an ongoing set of activities for all board members. Pre-election inservice for board candidates is not a "sine qua non", but an activity that facilitates both development activities and board superintendent relations by creating educated board members to serve after an election occurs. Nevertheless, if many ongoing board development activities involve members of the community-at-large on a regular basis, much of the need for pre-election inservice can be minimized through the creation of an educated public. Certain task forces can be highly effective for helping both actual and potential board members acquire valuable information and learn how to research an educational topic. The job of the superintendent can be made easier, board members can receive input from a source other than the superintendent, and everyone feels part of the educational process.

2. Ideally a local board training and development program should be predicated on a formal board needs assessment derived from the formulation of both long and short range district goals. In reality, Pennsylvania's state-mandated Educational Quality Assessment has required districts to establish planning goals for themselves, and an informal board needs assessment may suffice. Retreats provide excellent atmospheres in which to set goals.

3. Ideally a strong board development program is legitimized and receives its stature from the board policy book. Board members and superintendents come and go, but policy remains. Community pressure is easier to fend off if one can refer pressure groups to the district policy book. Board development policies should refer to orientation, ongoing board development, and travel to conventions.

4. A board development program should have funds specifically set aside in the district budget. Today, reality often precludes a formal allocation for board development. State laws limit travel expenditures, although some funds can be set aside in the budget for travel to conventions. Pressure groups seek to cut back on all board expenditures, especially those defined as "frills." Nevertheless, most boards can and should find a way to finance some inservice efforts--a retreat, a school boards association workshop, a university study council session, a trip to a state or national convention for at least one board representative.

Lack of funds, however, is no excuse for lack of inservice activity. A board committee can present a report on energy saving opportunities to the whole board. Board representatives can meet with a superintendent or board representative in a neighboring district to discuss how they settled

the recent teacher contract negotiations. A local congressman can explain the recent state educational budget allocations. The board could have a brown bag dinner with the custodians to discuss issues pertaining to school facilities.

5. When board development activities should occur really is dependent on a variety of outside factors--location, geographical size, type of activity, board member availability--to name just a few. An urban district can hold luncheon meetings, because all board members work nearby. Another district struggles to get all its members together over mountain roads for a single monthly evening meeting in January. It is important that each individual board member's available time be fully utilized. If the woman on the board can attend a daytime Intermediate Unit session, she should be encouraged to attend and report back. If two men on the buildings and grounds committee can lunch with a local architect, this should be pursued.

Board development should be a formal function apart from the business meeting, although often inservice can be timed to coincide with the regular meeting. One district planned dinners with educational groups before the monthly board meeting. Another met after the meeting for informal conversations with administrators. Districts can have a planning session a few days prior to the regular meeting. At this session, board members can go over the agenda in an open discussion and ask any questions they desire. Special programs can be presented on issues that may require votes a few days later.

Board development has a cyclical aspect. New board member orientation should naturally occur in the fall following the elections and possibly culminating in the January two-day PSBA new board member orientation. The

state convention occurs in the fall; the national, in the spring. January is also a good time for a retreat to plan for the next year and set budget parameters. Spring is budget time with approval needed before summer. The PSBA planning session at Bucknell is a summer phenomenon. In between are sandwiched all other problems and topics.

6. Where board development activities occur is a function of the type of activity as well as outside factors. Districts have conducted meetings in boiler rooms. Retreats ought to be far enough away so that board members cannot leave for an hour and return. Recently boards have been more hesitant to travel to national or even state conventions, but opportunities for development closer to home are limited only by the creativity of those concerned.

7. Board development programs, where possible, should be open to anyone who might benefit or contribute--the press, the public, school staff, students. The more understanding the educational community has of the problems and issues confronting schools, the more likely they are to work with the district to solve these problems or deal with the issues. Board members can observe teacher inservice sessions. Principals can attend all board meetings to act as resource people for the board. Phi Delta Kappa's goal setting materials can be utilized to involve board and community in a comprehensive long-range planning and goal setting process for the entire district. A press conference can be held before meetings to update the press on issues of current concern. Cable television, as it expands, can bring board sessions into local living rooms.

Program Content

1. The content of an ongoing board development program can be divided into three parts--core topics that should be part of any local board inservice program, planned topics that were identified to be of current relevance to the district, and unplanned topics derived from sudden district crises. Core topics include: (1) superintendent relations, (2) superintendent evaluation, (3) superintendent selection, (4) budget interpretation, (5) budget preparation, (6) collective bargaining, (7) goal setting, (8) legal responsibilities, (9) program evaluation, (10) student achievement. Table 23 presents these core topics, needed skills, sample instructional resources, and possible training activities. Most, but not all, of these topics will need to be covered every year, depending on the tenure of board members and the problems the district has to face.

2. In addition to treating specific topics, content should focus on developing specific board member skills (Table 23). Board members who know how to ask questions, work together, or communicate clearly and concisely will be able to determine content for themselves, if need be.

Program Evaluation

1. Both the board performance and the effectiveness of the development program should be evaluated on an annual basis. Additionally, the next year's program should focus on remediating the shortcomings of the previous year. The evaluation should be based on the needs assessment and goals established for the district, and the development program at the start of the year. Board performance can be evaluated using the excellent materials developed by the American Association of School Administrators

and the National School Boards Association, or an evaluation tailored to the individual district.

2. Evaluation ought to be performed by the board and the superintendent. Boards might also consider opinions from other members of the educational community including staff or parents.

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APPENDIX A

Tables

Table 1

MOST AND LEAST POPULAR TOPICS FOR INCLUSION

IN A LOCAL BOARD DEVELOPMENT PROGRAM

Ranking	Topic	Mean Response	Standard Deviation
	Most Popular		
1.	Working Relations With The Superintendent	6.44	0.98
2.	Superintendent Evaluation	6.28	1.02
3.	Superintendent Selection	6.22	1.25
4.	Interpretation of the Budget	6.19	1.05
5.	Budget Preparation	6.07	1.18
6.	Collective Bargaining	6.01	1.11
7.	Establishment of Overall Educational Goals	6.00	1.12
8.	Legal Responsibilities	5.95	1.25
9.	Evaluation of Educational Programs	5.91	1.17
10.	Student Achievement	5.83	1.15
	Least Popular		
1.	State and National School Boards Assn. Pract.	4.51	1.43
2.	Parliamentary Procedure	4.57	1.61
3.	Interdistrict Relations	4.66	1.52
4.	R&D for Education	4.71	1.38
5.	Community Politics, Gov't., etc.	4.71	1.54

Table 2

LOCAL BOARD AREAS OF DEVELOPMENT, ACTIVITIES UNDERTAKEN, AND RESULTS OBTAINED

	Concentration	Problem	Inservice Action	Result
1.	Special Education	School district operate its own classes	Had speeches and presentations by Intermediate Unit Director, Special Education Director and Superintendent	Backed Superintendent. District decided to educate its own special education students. Left I.U.
2.	Evaluation and Supervision	Incompetence of older central office staff	Superintendent worked informally with Board. Explained function of an evaluation program and early retirement	Board approved strategy. Had no union problems. Saved money through early retirement of administrators
3.	Reorganization	Declining enrollment	Developed timeline with the board for action. Board organized a task force and developed a tabloid for community. Government consultant reviewed task force report and presented comprehensive report to board and community	Three years allowed time for action. Planning was organized. Board was supportive. Made a tentative decision on schools
4.	Finances	Raise the mill rate	Superintendent spent four hours in two meetings before budget meeting. Explained where money came from. Showed projections. Invited principals, press and public	Got ten mill raise. Board understands how to talk finances to legislators. Plan reduced tension, led to understanding between community and board
5.	Administration	Working with new superintendent	Superintendent showed board the management support team and how it was used. Re trained administrators and had them come to board meetings and explain process	Got board support for team approach
6.	Transportation	Whether to change bus services	Had consultant come and do a study of the system and report to board. Superintendent also worked with board	Board accepted consultant's recommendations
7.	Finances	Collecting delinquent taxes	Superintendent taught board about law. Committee Chairman raised suggestion. Solicitor provided board inservice	Collected $250,000 in back taxes. Board can knowledgeably review taxing procedures
8.	Buildings	Addition to school	Superintendent was primary board resource person. Former Secretary of Revenue talked on financing. Architect and staff provided dialogue with the board	Built bigger and better facilities
9.	Negotiations	Impending strike	Began in January preparing for strike possibilities in September. Talked about contract process and developed a proposal. Established Administrative Advisory Council to work with Board. Had PSBA at a public seminar. Superintendent discussed board conduct during strike. Met twice a month before strike and twice a week during	Held all management rights. Signed agreement in January. Met later with Superintendent to evaluate actions, discuss changes, and how to avoid the next strike
10.	Energy	Save energy and money	Property committee recommended study. Superintendent suggested consultant from neighboring district. Consultant spoke at workshop open to all interested	Board approved recommendations and got federal money for project
11.	Policies	Update policy book	Worked on two policies, meeting with superintendent, prepared draft policies and a list of areas where new policies were needed. Superintendent prioritized policies at board's request. Board went to PSBA and ASBA policy clinics	Approved changes and developed new handbooks
12.	Policies	Create policy manual	Superintendent and Administration explained need to board. Solicitor came and met with board. Had five or six discussion meetings with superintendent and administrators	Developed manual. Learned board roles
13.	Buildings	Sale of property	Topic raised at inservice meeting. Board assigned it to a committee. Administration gathered information. Board organized community task force. Task force made recommendations to the board	Board recommended soliciting bids. Sold building profitably
14.	Curriculum	Board support for teacher inservice	Sent board member to participate in teacher program. He then met with board and explained program	Board voted money for teacher inservice program

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Table 3

EFFECTS OF BOARD DEVELOPMENT ACTIVITIES

Effect		Number of Responses	Percentages of Responses
1.	Improved	78	26
.	More knowledge and understanding	57	19
3.	Resolved particular conflict, crisis or need successfully	11	4
4.	Better inter-board cooperation	12	4
5.	Positive formal board evaluation	7	2
6.	Better board-mgmt. team relations	0	0
7.	Increased self-confidence	13	4
8.	Comments from board members	37	12
9.	Don't know	16	5
	Missing cases	74	24
	Total	305	100

Table 4

BENEFITS BOARD MEMBERS HOPE TO RECEIVE FROM LOCAL BOARD DEVELOPMENT PROGRAMS

1. "A working understanding of what's required in different areas."
2. "Knowledge of what's going on ... and what's going to happen."
3. "Awareness of problems teachers face in doing their job."
4. "Understanding of what's being taught."
5. "Ability to set priorities."
6. "Board commitment through board understanding."
7. "To have a board that acts as a whole, not as individuals."
8. "To have a board that understands its role of setting policy, providing resources, and approving the program."
9. "To meet the basic needs of the community from an education point of view."
10. "Listening skills."
11. "The technique of asking the right question at the right time."
12. "An appreciation of the way a board has to operate."
13. "The development of an education program."
14. "Reduction of individual biases."
15. "Skillful, thoughtful decision making."
16. "To articulately represent in layman's terms what the school district is doing."
17. "The ability to make long-lasting decisions."

Table 5

EXISTENCE OF BOARD DEVELOPMENT PROGRAMS

Status	Have Program	Sort of	Don't Have	Don't Know	Total
Superintendent					
number	10	71	56	2	139
percent	7.2	51.1	40.3	1.4	45.6
Board Member					
number	15	38	38	0	91
percent	16.5	41.8	41.8	0	29.8
Board President					
number	11	41	23	0	75
percent	14.7	54.7	30.7	0	24.6
Total					
number	36	150	117	2	305
percent	11.8	49.2	38.4	.6	100

Table 6

COMPARISON OF THE KIND OF INSERVICE PROGRAM IN DISTRICTS ACCORDING TO DISTRICT CLASS

District Class	Have Program	Sort of	Don't Have	Don't Know
2	14 6.7%	46 54.6%	24 28.6%	0 0
3	26 14.0%	90 48.4%	69 37.1%	1
4	2 4.7%	16 37.2%	24 55.8%	1 2.3%

chi square = 13.11192

df = 6

x^2 at .05 level of significance = 12.592

Chart 1

ACTIVITIES BOARD MEMBERS ARE DOING -- DISTRICT TYPE

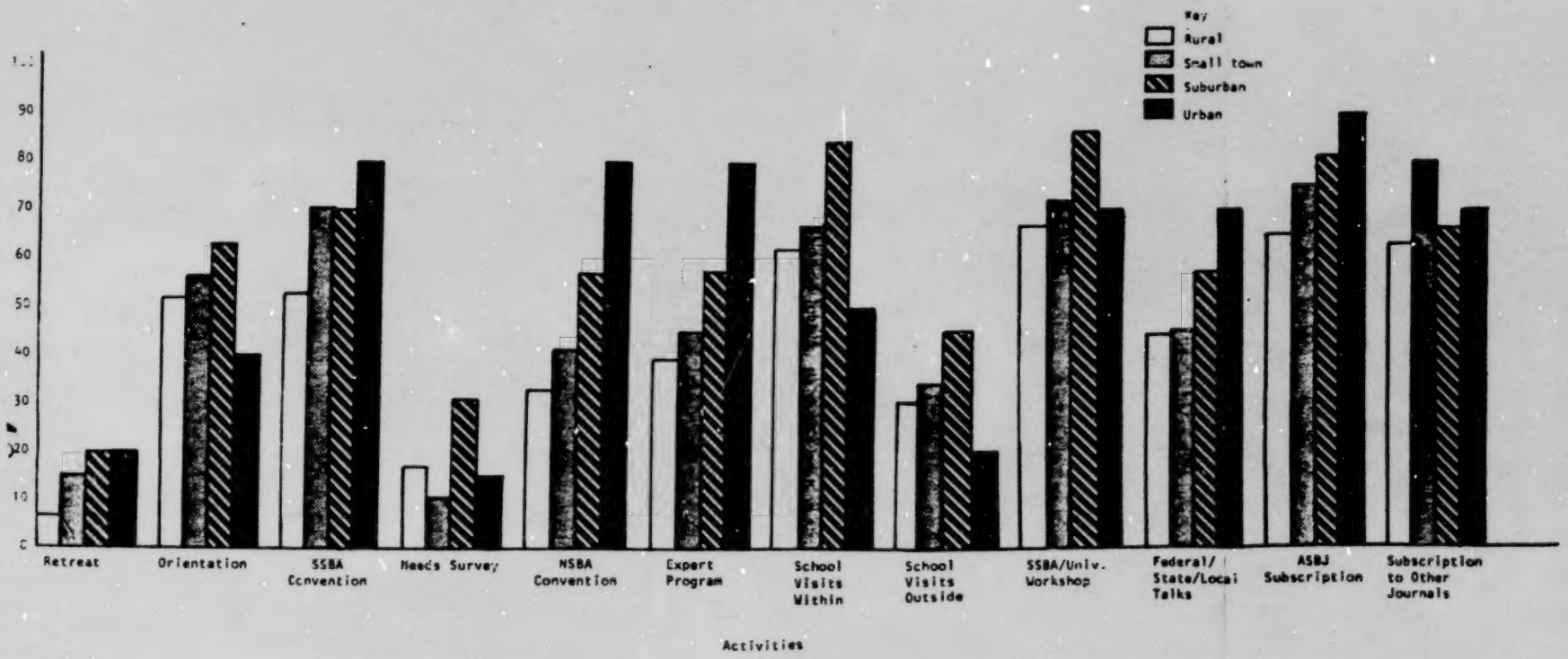

Table 7

BOARD DEVELOPMENT ACTIVITIES

Activity	Done in Last 2 Years, District Paid Costs	Done in Last 2 Years, Board Paid Costs	Percent of Activities Done*	Should Be Done in Next 2 Years	Percent that Should Be Done
1. Weekend Retreat	41	1	14	111	36
2. Orientation Workshop	166	10	58	215	70
3. Participation in School Board Convention	192	5	65	247	81
4. Board Needs Assessment	64	1	21	177	58
5. NSBA Nat'l Convention	138	6	47	200	66
6. Expert Programs at Local Board Meetings	146	4	49	200	66
7. Visits-Schools Within District	184	36	72	220	72
8. Visits-Schools Outside District	97	16	37	161	53
9. Univ. or State School Bds. Association Workshops	218	7	74	251	82
10. Talks to Fed., State or Local Officials	146	10	51	203	67
11. Subscriptions to "Amer. School Board Journal"	223	5	75	243	80
12. Subscriptions to Other Educational Magazines	205	7	70	223	73

*Based on 305 questionnaires

Chart 2

ACTIVITIES BOARD MEMBERS ARE DOING: EDUCATION OF SUPERINTENDENT

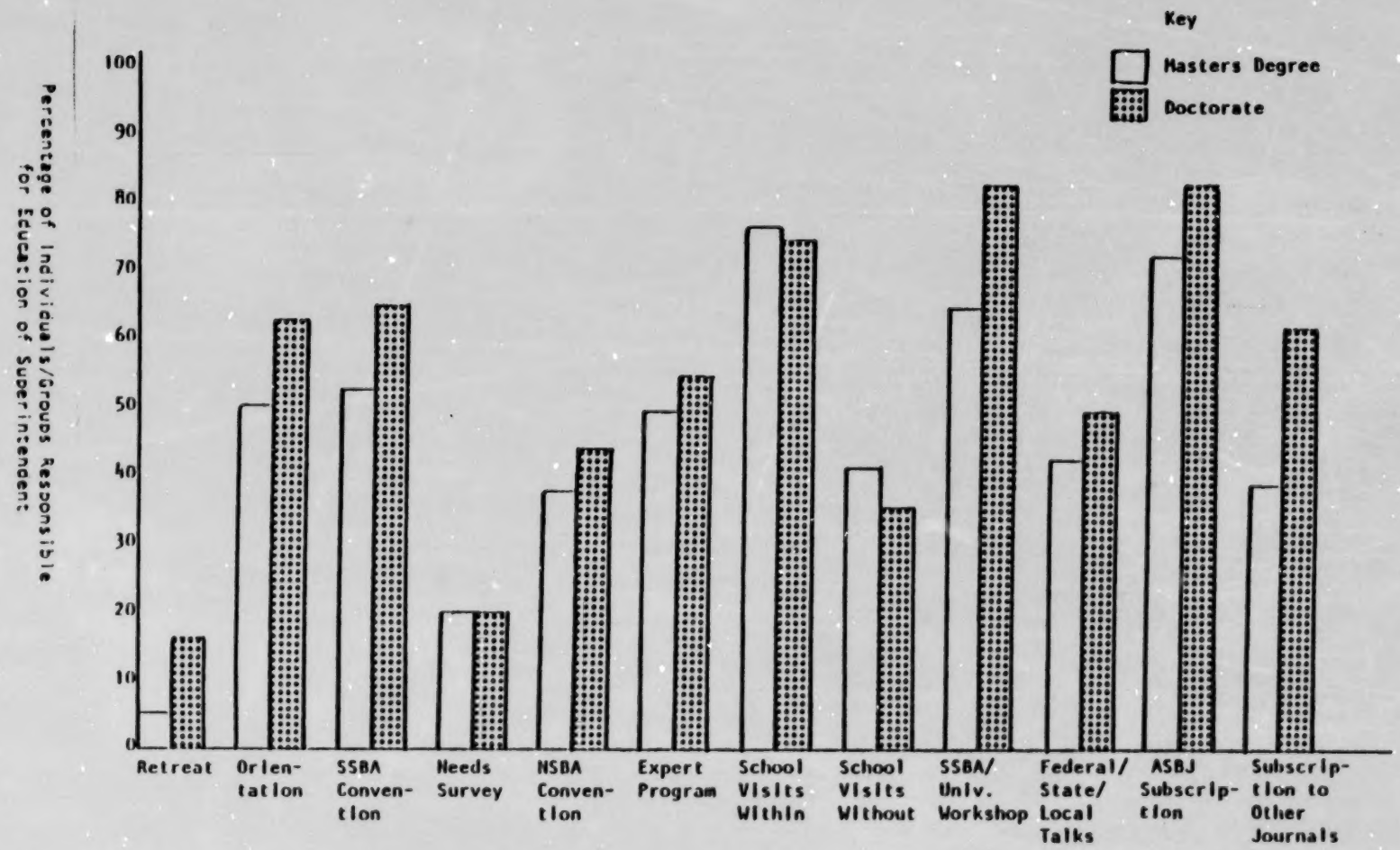

Table 8

PERSON WHO IS IN CHARGE OF BOARD INSERVICE
COMPARED WITH PERSON WHO SHOULD BE IN CHARGE

Respondent Status Group	Board as a Whole		Board President		Super-intendent		PSBA		No one		Superintendent and President		Totals	
	Is	Should	Is	Should	Is	Should	Is	Should	Is	Should	Is	Should	Is	Should
	Percentage													
PRE-ELECTION ORIENTATION														
1. Superintendent	11	29	11	15	50	41	0	2	26	9	2	4	100	100
2. Board Member	12	32	8	13	37	36	0	9	41	7	2	3	100	100
3. President	16	32	16	14	25	21	3	16	36	14	4	3	100	100
4. Expert	-	25	-	0	-	13	-	13	-	38	-	13	-	102*
Total Response	12	30	11	14	40	33	1	8	33	11	3	4	100	100
OVERALL BOARD DEVELOPMENT														
1. Superintendent	8	30	12	19	61	43	5	5	13	3	2	2	101*	102*
2. Board Member	12	34	12	18	46	34	5	10	25	4	-	-	100	100
3. President	24	43	13	19	40	29	7	9	16	-	-	-	100	100
4. Expert	-	75	-	-	-	13	-	13	-	-	-	-	-	101*
Total Response	13	36	12	18	51	36	6	7	18	2	1	-	101*	101*
NEW MEMBER ORIENTATION														
1. Superintendent	6	20	12	20	70	54	5	5	5	-	1	1	99*	100
2. Board Member	12	25	8	14	60	53	11	7	6	-	3	1	100	100
3. President	12	21	23	20	44	44	13	10	8	-	-	3	100	100
4. Expert	-	38	-	0	-	38	-	25	-	0	-	0	-	99*
Total Response	10	22	13	18	60	51	10	7	6	0	2	1	101*	99*

*Due to rounding of percentages.

Table 9

WHO'S IN CHARGE ACCORDING TO THE LOCATION OF THE DISTRICT

Person in Charge / Location	Board		Board President		Superintendent		PSBA		No One		Supt. + President		Total Responses	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PRE-ELECTION ORIENTATION														
Northeast	5	16.1	2	6.5	19	61.3	0	0	5	16.1	0	0	31	
Southeast	12	9.5	19	15.1	50	39.7	0	0	40	31.7	5	40	126	
Southwest	14	16.1	5	5.7	33	37.9	1	1.1	34	39.1	0	0	87	
Northwest	4	10.5	6	15.8	10	26.3	1	2.6	14	36.8	3	7.9	38	
OVERALL BOARD DEVELOPMENT														
Northeast	5	16.6	4	13.3	15	50.0	1	3.3	5	16.6	0	0	30	
Southeast	15	15.1	19	15.1	62	49.2	7	5.6	72	17.5	1	.8	126	
Southwest	15	16.7	5	5.5	52	57.8	4	4.4	13	14.4	1	1.1	90	
Northwest	3	6.8	7	15.9	19	43.2	4	9.0	11	25.0	0	0	44	
NEW BOARD MEMBER ORIENTATION														
Northeast	7	22.6	4	12.9	17	54.8	3	9.7	0	0	0	0	31	
Southeast	7	5.0	22	15.6	88	62.4	16	11.3	6	4.2	2	1.4	141	
Southwest	11	11.3	8	8.2	63	64.9	6	6.2	8	8.2	1	1.0	97	
Northwest	5	10.6	8	17.0	23	48.9	5	10.6	4	8.5	2	4.3	47	

Table 10

"WHO'S IN CHARGE" ACCORDING TO THE STATUS GROUP OF THE RESPONDENTS

Person in Charge / Status Group	Board		Board President		Superintendent		PSBA		No One		Supt. + President		Total Responses	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PRE-ELECTION ORIENTATION														
Superintendent	14	11.0	14	11.0	63	49.6	0	0	33	26.0	3	2.3	127	91.1
Board Member	10	11.6	7	8.1	32	37.2	0	0	35	40.7	2	2.3	86	94.5
Presidents	11	15.9	11	15.9	17	24.6	2	2.9	25	36.2	3	4.3	69	92
OVERALL BOARD DEVELOPMENT														
Superintendent	10	7.6	15	11.5	80	61.1	7	5.3	17	13.0	2	1.5	131	91.2
Board Members	10	12.0	10	12.0	38	45.8	4	4.8	21	25.3	0	0	83	91.2
Presidents	18	24.0	10	13.3	30	40.0	5	6.6	12	16.0	0	0	75	100
NEW BOARD MEMBER ORIENTATION														
Superintendents	8	5.8	17	12.3	97	70.3	7	5.1	7	5.1	2	1.4	138	99.3
Board Members	11	12.1	7	7.7	55	60.4	10	11	5	5.5	3	32.0	91	100
Presidents	9	12.0	17	22.7	33	44	10	13.3	6	8	0	0	75	100

Figure 1

FACTORS AFFECTING THE STRUCTURE OF A LOCAL SCHOOL BOARD PROFESSIONAL DEVELOPMENT PROGRAM

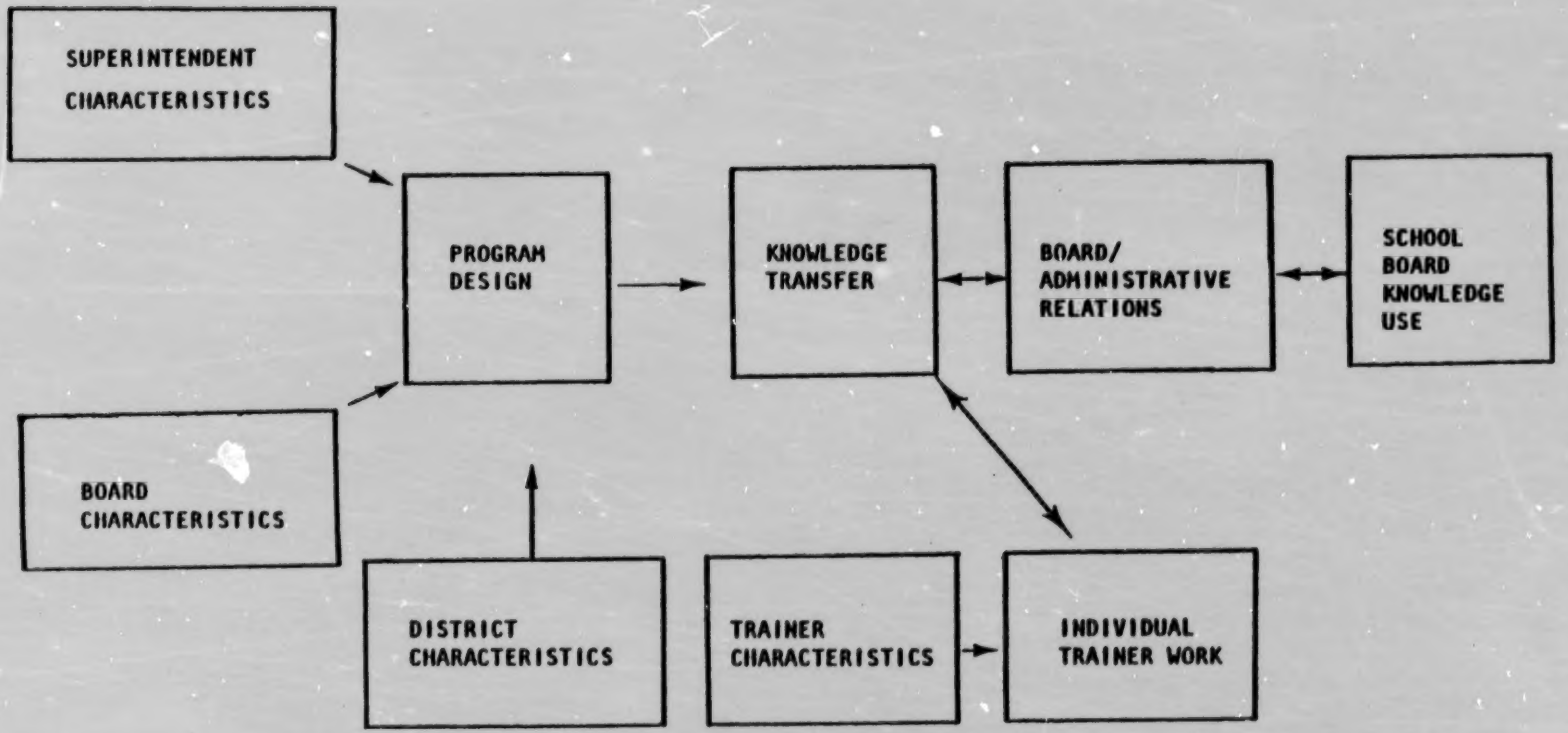

Table 11

WHO HAS CONDUCTED WORKSHOPS

	A Local Board Member	Local Superintendent	Local Administrative Personnel	Teachers	Fed./State Government Officials	College/ University Professors	School Boards Assn.	NSBA Staff	Lay Advisors	Total*
School Finances	7 - 4	67 - 37	53 - 29	0 - 0	7 - 4	2 - 1	33 - 18	1 - 1	11 - 6	181
Collective Bargaining	8 - 4	31 - 17	23 - 13	1 - 1	3 - 2	0 - 0	90 - 51	5 - 3	17 - 10	178
Hiring Practices	4 - 4	57 - 52	36 - 33	0 - 0	1 - 1	2 - 2	6 - 5	0 - 0	4 - 4	110
Curriculum Decisions	5 - 3	54 - 36	72 - 48	6 - 4	2 - 1	1 - 1	5 - 3	0 - 0	5 - 3	150
School Facilities	5 - 4	57 - 44	44 - 34	1 - 1	5 - 4	3 - 2	2 - 2	1 - 1	12 - 9	130
Superintendent Relations	10 - 9	40 - 36	5 - 5	0 - 0	4 - 4	4 - 4	35 - 32	6 - 5	7 - 6	111
Community Relations	10 - 7	52 - 38	27 - 20	3 - 2	4 - 3	0 - 0	25 - 18	1 - 1	14 - 10	136
Total	49 - 5	358 - 36	260 - 26	11 - 1	26 - 3	12 - 1	216 - 22	14 - 1	70 - 7	996

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Table 12

WHO SHOULD CONDUCTED WORKSHOPS

	A Local Board Member	Local Superintendent	Local Administrative Personnel	Teachers	Fed./State Government Officials	College/ University Professors	School Boards Assn.	NSBA Staff	Lay Advisors	Total*
School Finances	12 - 3	103 - 30	95 - 27	1 - 0	32 - 9	11 - 3	69 - 20	4 - 1	21 - 6	348
Collective Bargaining	20 - 6	52 - 15	34 - 10	1 - 0	19 - 5	16 - 5	159 - 45	11 - 3	38 - 11	350
Hiring Practices	13 - 4	141 - 47	73 - 24	0 - 0	9 - 3	13 - 4	35 - 12	3 - 1	13 - 4	300
Curriculum Decisions	10 - 3	127 - 35	135 - 38	38 - 11	6 - 2	18 - 5	13 - 4	2 - 1	10 - 3	359
School Facilities	23 - 7	111 - 35	106 - 33	7 - 2	20 - 6	9 - 3	16 - 5	2 - 1	23 - 7	315
Superintendent Relations	51 - 16	72 - 23	13 - 4	3 - 1	6 - 2	31 - 1	111 - 35	22 - 7	10 - 3	319
Community Relations	40 - 12	100 - 29	54 - 16	11 - 3	6 - 2	17 - 4	65 - 19	9 - 3	45 - 13	347

*Answers reflect multiple responses

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Table 13

POLICY STATEMENTS

Program	Yes, there's a written policy statement	No, there's no written policy statement	There should be a policy statement	Percent of Responses	Responses
Questionnaire	# %	# %			
1. Pre-election Orientation Program	17 - 7%	225 - 93%	92	38%	242
2. Orientation Program for New Board Members	44 - 18%	203 - 82%	125	58%	247
3. Comprehensive Board Development Program	50 - 20%	195 - 80%	109	44%	245
4. Visits to State and NSBA Meetings	127 - 47%	144 - 53%	70	26%	271
Interviews					
1. Pre-election Orientation	4 - 29%	10 - 71%	2		14
2. Orientation Program for New Board Members	9 - 64%	5 - 36%	1		14
3. Comprehensive Board Development Program	10 - 77%	3 - 23%	0		13
4. Visits to State and NSBA Meetings	11 - 29%	3 - 21%	0		14

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Table 14

ATTENDANCE AT BOARD INSERVICE ACTIVITIES

	Attends Activities	Should Attend	Experts Should Attend
1. Board Member	241	249	8
2. Key Staff	239	173	7
3. Board Candidates	28	112	1
4. District Employees	88	104	1
5. District Teachers	78	86	0
6. Citizens	33	86	0
7. PTA Members	37	84	1
8. Advisory Committee	57	98	1
9. Students	64	86	0
10. Newspaper or TV	40	81	1
11. Other	6	12	0

Table 15

CONSTRAINTS ON BOARD MEMBER INSERVICE
ACCORDING TO STATUS GROUP

Constraints	Superintendent		Board Member		Board President		Expert		Total		F Tests
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	
1. Lack of Interest On My Part	1.76	14	2.07	14	2.17	11	1.00	13	1.93	14	2.92*
2. Lack of Board President Interest	2.51	12	2.66	9	2.11	13	1.00	13	2.42	11	3.45*
3. Lack of Superintendent Interest	1.78	13	2.31	12	2.08	14	3.88	6	2.06	13	5.91*
4. Lack of Whole Board Interest	3.63	3	3.56	2	3.68	1	5.25	1	3.66	2	2.29
5. Pressure to Conserve Funds	3.45	4	3.82	1	3.64	3	5.25	1	3.65	3	2.73*
6. Lack of Personal Funds	3.03	7	3.14	5	2.85	9	3.50	9	3.03	7	0.54
7. No Time; Business Competes	4.10	1	3.52	4	3.65	2	3.75	7	3.81	1	2.22
8. No Time; Family Competes	3.81	2	3.38	3	3.32	5	4.63	3	3.59	4	3.07*
9. Poor Quality of Such Events	3.04	6	3.11	6	3.33	4	4.00	4	3.15	5	1.55
10. Embarrassment Over Personal Ignorance	2.55	11	2.09	13	2.16	12	3.50	9	2.35	12	3.25*
11. Weekend Meetings, Badly Timed	3.41	5	2.73	8	3.13	7	3.00	11	3.13	6	2.48
12. Weekday Meetings, Badly Timed	2.97	9	2.79	7	3.15	6	3.63	8	2.98	8	0.95
13. Evening Meetings, Badly Timed	2.75	10	2.48	11	2.80	10	4.00	4	2.72	10	2.39
14. Meetings Are Too Long	2.98	8	2.63	10	3.00	8	3.00	11	2.88	9	1.25
Frequency	139		91		75		8		313		

* Denotes a significant difference at the .05 level.

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Table 16

CONSTRAINTS ON BOARD MEMBER INSERVICE
ACCORDING TO SEX OF RESPONDENTS

Constraints	Male		Female	
	Mean	Rank	Mean	Rank
1. Lack of Interest On My Part	1.95	14	1.98	13
2. Lack of Board President Interest	2.46	11	2.42	7
3. Lack of Superintendent Interest	2.00	13	2.09	12
4. Lack of Whole Board Interest	3.50	2	3.56	2
5. Pressure to Conserve Funds	3.44	3	3.63	1
6. Lack of Personal Funds	2.98	7	2.75	5
7. No Time; Business Competes	3.35	4	3.10	3
8. No Time; Family Competes	3.54	1	2.86	4*
9. Poor Quality of Such Events	3.30	5	2.73	6*
10. Embarassement Over Personal Ignorance	2.40	12	1.97	14
11. Weekend Meetings, Badly Timed	3.23	6	2.15	11*
12. Weekday Meetings, Badly Timed	2.97	8	2.32	8*
13. Evening Meetings, Badly Timed	2.65	10	2.32	8
14. Meetings are Too Long	2.76	9	2.31	10
Frequency	108		58	

*Denotes a significant difference at the .05 level.

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Table 17

PEOPLE, RESOURCES AND OPPORTUNITIES HELPING PERSONS BECOME EFFECTIVE BOARD MEMBERS

Ranking	Item	Number of Responses	Percent of Responses	Mean
1.	Conversations with Superintendent	302	96	6.15
2.	Conversations with School Business Staff	279	89	5.62
3.	Conversations with District Administrators	299	96	5.60
4.	Conversations with Board Colleagues	302	96	5.60
5.	Conversations with Curriculum Staff	273	87	5.46
6.	Conversations with Board President	286	91	5.37
7.	Conversations with Personnel Staff	281	90	5.35
8.	Attending New Board Member Orientation within District	234	75	5.21
9.	Attending State School Board Association Workshops	261	83	5.10
10.	Experiences as a Parent of School Kids	282	90	5.01
11.	Conversations with Teachers in District	296	95	4.92
12.	Conversations with Students in District	297	95	4.90
13.	Attending NSBA Workshops	194	62	4.87
14.	Conversations with Community Leaders	283	90	4.82
15.	Attending New Board Member Orientation Outside District	224	72	4.82
16.	Attending NSBA National Convention	226	72	4.81
17.	Personal Experience in Profession	275	88	4.75
18.	Conversations with Voters in District	293	94	4.75
19.	Attending State School Board Conventions	249	80	4.70
20.	Reading State School Boards Association Letters and Magazines	299	96	4.64
21.	Formal Events at Out-of-District Meetings	272	87	4.40
22.	Previous Experience on Other Boards	234	75	4.40
23.	Reading a Handbook for New Board Members	281	90	4.38
24.	Previous Work Experience in a School District	215	69	4.37
25.	Informal Conversations at Out-of-District Meetings	273	87	4.36
26.	Reading the "American School Board Journal"	267	85	4.35
27.	Reading Education Magazines	155	50	4.34
28.	Training as an Educator	215	69	4.30
29.	Experiences with Local Board Prior to Serving on It	251	80	4.22
30.	Reading NSBA Newsletters and Magazines	257	82	4.17
Total Responses		313		

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Table 18

MOST AND LEAST EFFECTIVE PEOPLE, RESOURCES, AND OPPORTUNITIES HELPING PERSONS BECOME EFFECTIVE BOARD MEMBERS

Superintendents Item	Rank	Board Members Item	Rank	Board Presidents Item	Rank	Experts Item	Rank
MOST EFFECTIVE ITEMS							
Conversations with Superintendent	1	Conversations with Superintendent	1	Conversations with Superintendent	1	Conversations with Superintendent	1
Conversations with Administrators	2	Conversations with Administrators	2	Conversations with Business Staff	2	Attending New Board Within District	1
Conversations with Business Staff	3	Conversations with Curriculum Staff	3	Conversations with Colleagues	3	Conversations with Board Colleagues	3
Conversations with Board Colleagues	4	Conversations with Board Colleagues	4	Conversations with Administrators	4	Conversations with Voters in the District	4
Conversations with Board President	5	Conversations with Business Staff	5	Conversations with Board President	5	Attending State School Boards Association Workshops	5
Conversations with Personnel Staff	6	Conversations with Personnel Staff	6	Conversations with Curriculum Staff	6	Previous Experiences on Other Boards	6
Conversations with Curriculum Staff	7	Experiences as a Parent of School Kids	7	Conversations with Personnel Staff	7	Conversations with the Board President	6
Attending New Board Member Orientation Within District	8	Attending State School Boards Assn. Workshops	8	Previous Experience in Profession	8	Conversations with Business Staff	8
Conversations with Key Community Leaders	9	Conversations with Board President	9	Attending State School Boards Association Workshops	9	Attending New Board Member Orientation Outside District	8
Attending State School Boards Assn.	10	Conversations with Teachers in District	10	Experiences as a Parent of School Kids	10	Conversations with Community Leaders	10
		Previous Experiences in Profession	10			Informal Conversations at Out-of-District Meeting	10
						Reading a Handbook for New Board Members	10
LEAST EFFECTIVE ITEMS							
Training as an Educator	1	Reading Newsletters & Magazines from MSBA	1	Reading a Handbook for New Board Members	1	Conversations with Teachers in the District	1
Reading MSBA Newsletters & Magazines	2	Experiences with Local Board Prior to Serving on it	2	Previous Work Experience in a School District	1	Training as an Educator	2
Reading Other Educational Magazines	2	Conversations with Key Community Leaders	3	Formal Events at Out-of-District Meetings	3	Conversations with Students	2
Experiences with Local Board Prior to Serving on it	4	Reading the "American School Boards Journal"	4	Informal Conversations at Out-of-District Meetings	4	Reading Newsletters and Magazines from MSBA	4
Reading the "American School Boards Journal"	5	Formal Events at Out-of-District Meetings	5	Training as an Educator	4	Previous Experience in Profession	4
						Experience with Local Board Prior to Serving on it	4
						Previous Work Experience	4

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Table 19

METHOD BY WHICH BOARD MEMBERS PREFER TO LEARN ABOUT NEW SUBJECTS ACCORDING TO STATUS GROUP OF RESPONDENTS

Method of Learning	Super-intendent	Board Members	Board Presidents	Experts	Total
			Percentage		
1. Attend 2-Hour Expert Lecture	36	51	41	38	42
2. Talk with Expert Over Lunch	13	14	15	0	13
3. Listen to Video Tape Cassette	0	0	0	0	0
4. See a Film on Videotape	6	7	9	13	7
5. Confer Privately with Superintendent	31	13	23	25	24
6. Confer Privately with Staff	16	7	4	13	10
7. Confer Privately with Board Members	10	3	4	0	6
8. Visit a School or Site Where the Topic is Handled Effectively	58	74	69	100	66
9. Read Articles or Books Selected by District Staff	7	15	15	13	12
10. Read Articles or Books Selected by Yourself from a Library	2	8	8	0	5
11. Other	2	1	4	0	2
Total responnen	139	91	75	8	313

TABLE 20

INCENTIVES FOR BOARD MEMBER INVOLVEMENT IN INSERVICE

Incentives	Activities									
	School Visitations		Nat'l or State Sponsored Work-Shop or Seminar		Nat'l or State Sponsored Conference		University Sponsored Work-Shop/Seminar		Local District Workshop/Conference	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Remuneration	8	3	20	6	18	6	13	4	11	4
2. Gain Knowledge and Skills	249	81	230	75	220	71	183	59	250	81
3. Fill Preservice Gaps	29	9	37	12	42	14	32	10	58	19
4. Fellowship with Peers	55	18	106	34	108	35	42	14	72	23
5. School Board Distinction	41	13	26	8	33	11	11	4	25	8
6. Travel	4	1	36	12	49	16	9	3	1	0
7. Other	4	1	1	0	4	1	4	1	8	3
8. Total Responses	305									

Table 21

CONSTRAINTS ON BOARD MEMBER INSERVICE ACCORDING TO DISTRICT TYPE

Constraints	District Type: Rural		Small Town		Sub-urban		Urban		
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Ratio
1. Lack of Interest On My Part	1.98	14	1.82	14	1.93	14	2.10	14	.24
2. Lack of Board President Interest	2.55	11	2.09	12	2.47	11	2.20	12	1.14
3. Lack of Superintendent Interest	2.12	13	1.86	13	2.08	13	2.30	11	.49
4. Lack of Whole Board Interest	4.02	1	3.46	3	3.35	3	3.60	2	3.25*
5. Pressure to Conserve Funds	3.91	2	3.94	1	3.13	5	4.00	1	4.25*
6. Lack of Personal Funds	3.07	7	3.23	5	2.88	9	2.90	8	.56
7. No Time; Business Competes	3.87	3	3.78	2	3.82	1	3.20	6	.43
8. No Time; Family Competes	3.68	4	3.46	3	3.57	2	3.40	5	.32
9. Poor Quality of Such Events	3.25	5	3.00	6	3.09	6	3.60	2	.76
10. Embarassment Over Personal Ignorance	2.50	12	2.25	11	2.23	12	2.20	12	.68
11. Weekend Meetings, Badly Timed	3.22	6	2.85	7	3.18	4	3.50	4	.73
12. Weekday Meetings, Badly Timed	3.02	8	2.86	7	2.97	7	3.20	6	.18
13. Evening Meetings, Badly Timed	2.83	10	2.58	10	2.65	10	2.80	9	.42
14. Meetings are Too Long	2.98	9	2.62	9	2.93	8	2.80	9	.93
Frequency	130		65		108		10		

*Denotes a difference significant at the .05 level.

Table 22

CONSTRAINTS ON BOARD MEMBER INSERVICE ACCORDING TO DISTRICT CLASS

Constraints	Second Class		Third Class		Fourth Class		F Ratio
	Mean	Rank	Mean	Rank	Mean	Rank	
1. Lack of Interest on My Part	1.96	13	1.91	14	1.95	14	0.05
2. Lack of Board President Interest	2.35	12	2.37	11	2.79	12	1.18
3. Lack of Superintendent Interest	1.94	14	2.10	13	2.14	13	0.34
4. Lack of Whole Board Interest	3.55	2	3.58	3	4.23	2	2.63
5. Pressure to Conserve Funds	3.25	4	3.68	2	4.30	1	4.53*
6. Lack of Personal Funds	2.82	9	2.97	7	3.70	5	3.70
7. No Time; Business Competes	3.76	1	3.82	1	3.91	3	0.09
8. No Time; Family Competes	3.48	3	3.58	3	3.86	4	0.77
9. Poor Quality of Such Events	3.18	5	3.09	6	3.37	6	0.64
10. Embarassment Over Personal Ignorance	2.44	11	2.19	12	2.84	11	3.06*
11. Weekend Meetings, Badly Timed	2.95	7	3.19	5	3.23	7	0.54
12. Weekday Meetings, Badly Timed	3.00	6	2.92	8	3.19	8	0.41
13. Evening Meetings, Badly Timed	2.67	10	2.69	10	2.91	10	0.35
14. Meetings Are Too Long	2.92	8	2.80	9	3.16	9	1.05
Frequency	84		186		43		

*Denotes a significant difference at the .05 level.

Table 23

ELEMENTS OF BOARD DEVELOPMENT PROGRAM FOR CORE INSERVICE TOPICS

Core Program	Needed Skills	Possible Resources	Training Activities
1. Superintendent Relations	Ability to distinguish the role of the board in setting policy, providing resources, and approving the educational program from the role of the superintendent in implementing the policies, programs and financial directives of the board Ability to set aside personal biases and work harmoniously for the good of the overall educational system Ability to foster open communications with school administrators	Consultants from: • State or National School Boards Associations • National or state associations of school administrators • College or university schools of education and business schools • Regional service agencies • Consulting firms Individual Superintendents Management relations psychologists Professional association literature and textbooks on educational administration	Mini-courses, conferences or seminars on board/superintendent relations Conversations about board/superintendent relations with other board members and superintendents Group Process Sessions, simulations, or group dynamics activities aimed at clarifying roles and responsibilities. These can be done best at retreats or as parts of conferences or seminars Discussions of particularly relevant articles on the superintendency
2. Superintendent Evaluation	Ability to assess the strengths and shortcomings of your superintendent Ability to design, or have designed, an appropriate evaluation tool that responds to your district's needs	Consultants: • Organizational development or management consultants • Professional Education Associations • Colleges or university business schools and schools of education • Regional service agencies Board members and superintendents locally and from other districts Professional association literature, articles, and textbooks on educational administration Published Evaluation Guides by AASA and NSBA	MBO or related training session Goal setting sessions, definition of objectives to form a basis for performance evaluation Group dynamics activities aimed at defining local roles and responsibilities Meetings with consultants to discuss methods of evaluating superintendents Preparation of sample evaluations leading to adaptation and use of published evaluation "Give and take" session with other board outside the district members to discover how they are evaluating their superintendent Discussions with local superintendent, perhaps during a board retreat
3. Superintendent Selection	Judgment to evaluate personal and career qualifications and potential of applicants in the light of local needs and conditions	Professional association literature, articles Consultants from: • Colleges & Universities • Professional educational associations • Intermediate Units Citizens Advisory Groups Professional "Head Hunters"	Goal setting activities or group dynamics activities organized by consultant and aimed at defining local roles and responsibilities with a consultant Discussions with Board members in districts that recently hired a superintendent Discussion of pertinent articles on the subject "Give and take" sessions between Board and community on criteria for a new superintendent

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Table 23 (Continued)

Core Program	Needed Skills	Possible Resources	Training Activities
4. Budget Interpretation	Ability to understand how financial data reflects local district long & short range educational goals and priorities	Financial Consultants from: • College and University business schools and schools of education • Professional educational associations • Intermediate Units • State Department of Education	Mini-courses in financial planning, workshops on budgeting, meetings with consultants
	Ability to understand how federal and state laws and regulations effect the local budget Ability to understand the intricacies of federal and state aid as they apply to local finances Ability to understand the rationale behind chosen district accounting procedures Ability to communicate this financial information clearly and concisely to the local educational community	Local Staff • Superintendent • Business Manager • Personnel Manager • Curriculum Superintendent • Principals & Department heads • Teachers Business People • Accountant • Pension specialists Public Relations Person Voice & Speech Teacher	Conversations, special evening workshops or meetings with local staff to discuss financial implications of educational programs Discussions with business manager, meeting with accountant or superintendent to explain line items and accounting system Public speaking courses and public relations workshops
5. Budget Preparation	Ability to translate local educational long and short range goals and priorities into sound budgetary statistics Ability to apply scientific management techniques to school district budgeting Ability to skillfully appraise the budget preparation of the local administrators	Financial Consultants from: • School boards associations • College or university, business schools or schools of education • State Department of Education • Business accounting firms • Intermediate Units Local Staff • Superintendent • Business Manager • Accountant • Personnel Manager • Principals & Department heads Budget Literature Citizens Advisory Groups Other Board Members Within and Outside the District	"Phi Delta Kappa" goal setting procedures involving the total educational community Mini-courses in financial planning and budgeting Long and short range planning sessions. Meetings with local curriculum and administrative staff, facilities personnel, etc. PSBA sessions on finances Presentations by citizen task forces on budget considerations Conversations with board members having expertise in the field
6. Collective Bargaining	Ability to determine clear negotiating/bargaining objectives Ability to apply collective bargaining techniques to local negotiating situations	Local Staff • Superintendent • Business Manager • Solicitor College or University negotiations specialists School Boards Association Members Professional literature Other board members Lawyer specializing in educational law	Workshops, simulations, films on collective bargaining Meetings with board members and superintendents in other districts School Boards Association seminars on negotiations. Meetings with professional negotiators. Meetings with local board and superintendent to set parameters for negotiations
7. Establishment of Overall Educational Goals	Ability to perceive goals and objectives of public education Ability to translate these into goals and objectives to local policies Ability to provide financial resources needed to realize these goals	Consultants in Education from: • Colleges and Universities • Regional Educational Service Agencies • Private companies • Professional associations such as AASA or ASCD Local Educational Community • Parents • Citizens advisory groups • Taxpayers groups • Press • Businessmen and merchants, etc.	Use of "Phi Delta Kappa" goal setting materials. Planning sessions at retreats for board & administrators School boards association long range planning workshop Attendance at educational conferences and conventions

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Table 23 (Continued)

Core Program	Needed Skills	Possible Resources	Training Activities
7. Establishment of Overall Educational Goals (Cont.)	Ability to influence the board and other groups in directions you determine to be important	Local Staff and Administration Board members inside and outside district Professional literature	Reports from task force Visits to schools locally and in other districts with programs of interest Discussions with local teachers and administrators
8. Legal Responsibilities	Ability to act in a fashion consistent with state and federal laws and regulation governing education Ability to access recent legislation and court rulings for their effects on the district	Federal and State Department of Education officials College and university school law experts School boards association officials Local solicitor Local superintendent and staff Experienced board members Professional literature	Mini-course or seminar on school law Question and answer session with State Department of Education officials Local Discussion of recent legal decisions Luncheon with solicitor to discuss legal issues Workshop by superintendent on "hot" legal issues (contract requirements, teacher dismissal, etc.)
9. Evaluation of Educational Programs	Ability to appraise the activities of the school district in relation to its goals and objectives	Consultants: • Specialists in cost/benefit analysis • College and university curriculum specialists • Intermediate Unit Personnel • ASCD or AASA consultants Local Staff • Curriculum administrators • Local principals and teachers Local Community • students • task forces of parents/teachers and administrators • citizens advisory groups Staff or board members in districts with relevant programs Professional literature	Mini-course on cost benefit analysis in education Attendance at ASCD or AASA conference Attendance at teacher in-service workshops Workshops by teachers or school administrators on specific school programs Review and analysis of achievement scores Visits to neighboring districts to see particular programs in action Curriculum assessment by educational consultants Meetings with students Cable TV productions on relevant educational programs
10. Student Achievement	Ability to translate local statistical test data into policy needs of the district Ability to access local student achievement in relation to state and national achievement levels	Local Counselors and testing specialists Educational Testing Service personnel Local administrators, teachers, and students Intermediate Unit Resource people University or college educational psychologists Test score printouts Educational Quality Assessment Evaluations	Workshop on local testing practices and implications by counselors and psychologists Visit to ETS in Princeton to understand their operations Planning Session with district administrators to understand how test scores relate to district budget priorities Sessions with consultants to discuss ways of improving student achievement Workshops by teachers on their particular subjects Discussions with students

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APPENDIX B

Board Member, Board President, Superintendent and Expert Questionnaires

Superintendent Questionnaire

Section I:

1. Is there a formal SCHOOL BOARD DEVELOPMENT program in your school district? That is, does the district or the board itself regularly and systematically seek to build the school board's own skills and knowledge? Card 1

A formal SCHOOL BOARD DEVELOPMENT program would likely have a budget, someone in charge, and be thought of as a normal part of school district operation. [CC1-] RES 1 4 Card 11

_____(1) Yes. My district has a formal SCHOOL BOARD DEVELOPMENT program.
_____(2) Sort of. Our procedures are informal. We work at improving school board skills and knowledge as needed, when opportunities arise, or when a board member expresses interest.
_____(3) No. My district does not have a formal SCHOOL BOARD DEVELOPMENT program.
_____(4) I don't know. [5]

2. What has your district done, in the last 2 years, that was particularly effective at raising the skills and knowledge of the board or of specific members of the board? [6]

2a. Briefly, how do you know this was effective? [7]

3. What has your district done, in the last 2 years, that proved to be ineffective at raising the skills and knowledge of the board or of specific members of the board?

3a. Briefly, how do you know this was ineffective?

4. Which of the following activities have occurred during the last 2 years in your district? Where these occur, does the district pay the costs or do board members pay the costs? Which would you like to see occur in the next 2 years?

	In the last 2 years, we did this. District paid costs.	In the last 2 years, we did this. Board members paid costs.	In the next 2 years we should do this.
A. Weekend retreat for board members.	_____(1)	_____(2)	_____(3) [8]
B. Orientation workshop for for school board members.	_____(1)	_____(2)	_____(3) [9]
C. Board member participation in state school board assn. conventions	_____(1)	_____(2)	_____(3) [10]
D. Formal survey of board members' needs for purposes of planning SCHOOL BOARD DEVELOPMENT activities.	_____(1)	_____(2)	_____(3) [11]
E. Board member participation in NSBA national convention.	_____(1)	_____(2)	_____(3) [12]
F. Programs, led by experts, at local school board functions.	_____(1)	_____(2)	_____(3) [13]
G. School board member visits to school within your district.	_____(1)	_____(2)	_____(3) [14]
H. School board member visits to schools outside your district.	_____(1)	_____(2)	_____(3) [15]
I. School board member participation in workshops or seminars conducted by a university or school board assn.	_____(1)	_____(2)	_____(3) [16]
J. Talks to school board members by federal, state or local education officials on selected topics.	_____(1)	_____(2)	_____(3) [17]
K. Subscription(s) to the American School Board Journal for board members.	_____(1)	_____(2)	_____(3) [18]
L. Subscription(s) to other educational journals for board members to read.	_____(1)	_____(2)	_____(3) [19]

5. a) Please put an "x" beside the person or group who, in your district, takes the major responsibility for coordinating the aspects of boardsmanship listed below. [20,21,22]

b) Put a circle around the box indicating who should take the major responsibility for coordination. [23,24,25]

	Board as a whole	Board President	Superintendent	State School Boards Assn.	No One	Other (explain)
1. Pre-election orientation program for prospective candidates	☐	☐	☐	☐	☐	☐
2. Overall, comprehensive board development program	☐	☐	☐	☐	☐	☐
3. New board member orientation.	☐	☐	☐	☐	☐	☐

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6. a) Indicate with an "x", the person you would most like to have conduct a development program on the subjects listed. [25-33]

b) Place a circle around the "x" for any groups that have conducted these workshops in your district in the past two years. [34-41]

	A local board member	Local superintendent	Local administrative personnel	Teachers	Federal/state gov't officials	College/university professors	State school boards assn.	NSBA staff	Lay advisors	Other (specify)
1. School finances	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Collective bargaining	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Hiring practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Curriculum decisions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. School facilities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Superintendent relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Community relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Indicate whether there is or should be a written policy statement in your district for any of the following:

	Yes, there's a written policy statement	No, there's no written policy statement	There should be a policy statement	
1. Pre-election orientation program	☐	☐	☐	[42]
2. Orientation program for new board members	☐	☐	☐	[43]
3. Comprehensive board development program	☐	☐	☐	[44]
4. Visits to state and NSBA meetings	☐	☐	☐	[45]

8. Below are listed a series of constraints or limitations on participation in school board development programs. Please rate them in terms of their impact on your board.
(1 = not limiting or constraining 7 = very limiting or constraining)

	Not constraining						Very constraining	
1. Lack of interest on my part.	1	2	3	4	5	6	7	[46]
2. Lack of board president interest.	1	2	3	4	5	6	7	[47]
3. Lack of superintendent interest.	1	2	3	4	5	6	7	[48]
4. Lack of whole board interest.	1	2	3	4	5	6	7	[49]
5. Pressure to conserve funds	1	2	3	4	5	6	7	[50]
6. Lack of personal funds.	1	2	3	4	5	6	7	[51]
7. No time; business competes.	1	2	3	4	5	6	7	[52]
8. No time; family competes.	1	2	3	4	5	6	7	[53]
9. Poor quality of such events.	1	2	3	4	5	6	7	[54]
10. Embarrassment over personal ignorance of subject matter.	1	2	3	4	5	6	7	[55]
11. Week-end meetings badly timed.	1	2	3	4	5	6	7	[56]
12. Week-day meetings badly timed.	1	2	3	4	5	6	7	[57]
13. Evening meetings badly timed.	1	2	3	4	5	6	7	[58]
14. Meetings are too long	1	2	3	4	5	6	7	[59]
15. Other (Please explain): _____								

9. Please indicate the incentive behind your board's involvement in a particular inservice activity. Check all that apply.

	Remuneration	Gain knowledge & skills	Fill pre-service gaps	Fellowship with peers	School Board distinction	Travel	Other (explain) Card 2 Dup 1 3CC 4 [2]
1. School visitations	☐	☐	☐	☐	☐	☐	☐
2. National or state sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐ [5-12]
3. National or state sponsored conference	☐	☐	☐	☐	☐	☐	☐ [13-20]
4 University sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐ [21-28]
5. Local district workshop/conference	☐	☐	☐	☐	☐	☐	☐ [29-42] [49-56]

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10. When SCHOOL BOARD DEVELOPMENT activities such as workshops, seminars, conventions, tours and the like are available, as a rule in your district, who attends? Who should attend? (Please check as many as are appropriate.)

		Attends Activities	Should Attend Activities	
1.	Board members only.	____	____	[57-58]
2.	Key staff.	____	____	[59-60]
3.	Candidates for the board.	____	____	[61-62]
4.	Interested district employees.	____	____	[63-64]
5.	Interested district teachers.	____	____	[65-66]
6.	Interested citizens.	____	____	[67-68]
7.	PTA members.	____	____	[69-70]
8.	Advisory committee members.	____	____	[71-72]
9.	Students.	____	____	[73-74]
10.	Newspaper or TV reporters.	____	____	[75-76]
11.	Other. (Please explain: _____)	____	____	[77-78]

11. Imagine that your board is confronted with the need, one month from today, of being familiar with a new subject about which they are now ignorant -- for example, computer literacy. Imagine also, that all the following opportunities to learn about the subject are available to them but they can choose only two. Which one or two would they select? Card 3 Dup 1 3CC

____(1) Attend 2-hour expert lecture.
____(2) Talk with expert over lunch.
____(3) Listen to audiotape cassette.
____(4) See a film or videotape.
____(5) Confer privately with supt.
____(6) Confer privately with staff.
____(7) Confer privately with board member(s).
____(8) Visit a school or other site where topic is handled effectively. 4[2] [5,6,7]
____(9) Read articles or books selected by school district staff.
____(10) Read articles or books selected by yourself from a library.
____(11) None of these. Instead, I would: _____.

12. Consider all the people, resources and opportunities that help a person become an effective board member. Please rate them in terms of their actual assistance for your school board members. Circle one number for each item and leave blank any they have not experienced.

		Not Valuable						Very Valuable	
A.	Conversations with your board president.	1	2	3	4	5	6	7	[8]
B.	Conversations with your board colleagues.	1	2	3	4	5	6	7	[9]
C.	Conversations with their superintendent.	1	2	3	4	5	6	7	[10]
D.	Conversations with your personnel staff.	1	2	3	4	5	6	7	[11]
E.	Conversations with your school business staff.	1	2	3	4	5	6	7	[12]
F.	Conversations with your curriculum staff.	1	2	3	4	5	6	7	[13]
G.	Conversations with teachers in your district.	1	2	3	4	5	6	7	[14]
H.	Conversations with administrators in your district.	1	2	3	4	5	6	7	[15]
I.	Conversations with students in your district.	1	2	3	4	5	6	7	[16]
J.	Conversations with voters in your district.	1	2	3	4	5	6	7	[17]
K.	Conversations with key community leaders.	1	2	3	4	5	6	7	[18]
L.	Formal events at out-of-district meetings.	1	2	3	4	5	6	7	[19]
M.	Informal conversations at out-of-district meetings.	1	2	3	4	5	6	7	[20]
N.	Reading a handbook for new board members.	1	2	3	4	5	6	7	[21]
O.	Reading newsletters & magazines from your state school boards association.	1	2	3	4	5	6	7	[22]
P.	Reading the American School Board Journal.	1	2	3	4	5	6	7	[23]
Q.	Reading newsletters & magazines from NSBA.	1	2	3	4	5	6	7	[24]
R.	Reading education magazines. (Which ones?) _____	1	2	3	4	5	6	7	[25]
S.	Attending state school bd. assn. conventions.	1	2	3	4	5	6	7	[26]
T.	Attending NSBA national convention.	1	2	3	4	5	6	7	[27]
U.	Attending state school bd. assn. workshops.	1	2	3	4	5	6	7	[28]
V.	Attending NSBA workshops.	1	2	3	4	5	6	7	[29]
W.	Attending a new board member orientation in your district.	1	2	3	4	5	6	7	[30]
X.	Attending a new board member orientation conference outside your district.	1	2	3	4	5	6	7	[31]
Y.	Their personal experience in their profession.	1	2	3	4	5	6	7	[32]
Z.	Their experiences with the local board prior to serving on it.	1	2	3	4	5	6	7	[33]
AA	Their previous experience in their profession.	1	2	3	4	5	6	7	[34]
BB	Their experiences as a parent of school kids.	1	2	3	4	5	6	7	[35]
CC	Their training as an educator.	1	2	3	4	5	6	7	[36]
DD	Their previous work experience in a school district.	1	2	3	4	5	6	7	[37]

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13. Listed below are subjects of importance to school board members. Please rate the value of each topic to you for inclusion in a local School Board Development Program. (Circle one number for each activity.)

	Not Valuable						Very Valuable	
1. GENERAL TOPICS								
1. Legal responsibilities	1	2	3	4	5	6	7	[38]
2. Legislative relationships	1	2	3	4	5	6	7	[39]
3. Superintendent selection	1	2	3	4	5	6	7	[40]
4. Superintendent evaluation	1	2	3	4	5	6	7	[41]
5. Working relations with the superintendent	1	2	3	4	5	6	7	[42]
6. Collective bargaining	1	2	3	4	5	6	7	[43]
7. Establishment of overall educational goals	1	2	3	4	5	6	7	[44]
8. Problem solving techniques in policy development	1	2	3	4	5	6	7	[45]
9. R and D for education	1	2	3	4	5	6	7	[46]
10. Role of school attorney	1	2	3	4	5	6	7	[47]
11. Parliamentary procedure	1	2	3	4	5	6	7	[48]
12. State & National School Board Association services	1	2	3	4	5	6	7	[49]
2. SCHOOL - COMMUNITY TOPICS								
1. Strategies for public communication - media	1	2	3	4	5	6	7	[50]
2. Community politics, gov't., etc.	1	2	3	4	5	6	7	[51]
3. Role and function of advisory committees	1	2	3	4	5	6	7	[52]
4. Interdistrict relations	1	2	3	4	5	6	7	[53]
5. Community relations	1	2	3	4	5	6	7	[54]
6. Handling grievances	1	2	3	4	5	6	7	[55]
3. FINANCIAL TOPICS								
1. Budget preparation	1	2	3	4	5	6	7	[56]
2. Interpretation of budget	1	2	3	4	5	6	7	[57]
3. Business practices for schools	1	2	3	4	5	6	7	[58]
4. Local taxation and bonding procedures and terminologies	1	2	3	4	5	6	7	[59]
5. State funding	1	2	3	4	5	6	7	[60]
6. Federal aid	1	2	3	4	5	6	7	[61]
4. PERSONNEL TOPICS								
1. Shape and function of administrative organization	1	2	3	4	5	6	7	[62]
2. Personnel practices	1	2	3	4	5	6	7	[63]
3. Staff development	1	2	3	4	5	6	7	[64]
4. Staff evaluation	1	2	3	4	5	6	7	[65]
5. Salary structures	1	2	3	4	5	6	7	[66]
6. Pupil personnel facilities	1	2	3	4	5	6	7	[67]
5. CURRICULUM TOPICS								
1. Educational Planning	1	2	3	4	5	6	7	[68]
2. Evaluation of Educational programs	1	2	3	4	5	6	7	[69]
3. Understanding of instructional program areas	1	2	3	4	5	6	7	[70]
4. Student/school relations	1	2	3	4	5	6	7	[71]
5. Special educational programs	1	2	3	4	5	6	7	[72]
6. Career education (vocational)	1	2	3	4	5	6	7	[73]
7. Accountability	1	2	3	4	5	6	7	[74]
8. Population trends and attendance statistics per grade	1	2	3	4	5	6	7	[75]
9. Extra-curricular activities	1	2	3	4	5	6	7	[76]
10. Testing practices	1	2	3	4	5	6	7	[77]
11. Student achievement	1	2	3	4	5	6	7	[78]
6. SCHOOL FACILITIES TOPICS								
1. School House maintenance	1	2	3	4	5	6	7	[5]
2. Facilities planning	1	2	3	4	5	6	7	[6]
3. Transportation	1	2	3	4	5	6	7	[7]
4. Food service programs	1	2	3	4	5	6	7	[8]

Card 4 Dup 1CC 4[2]

SECTION II. For statistical purposes only. All responses will be kept confidential.

A. Are you:
1. _____male? 2. _____female? [9]

B. What degree do you hold?
1. _____Bachelors degree 2. _____Masters degree 3. _____Doctorate [10]

C. Would you describe your district as:
1. rural 2. small town 3. suburban 4. urban [11]

D. What is the approximate amount of your school district budget? _____ [12]

E. Does your budget:
1. _____have a surplus? 2. _____break even? 3. _____have a deficit? [13]

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School Board President Questionnaire

Section I:

1. Is there a formal SCHOOL BOARD DEVELOPMENT program in your school district? That is, does the district or the board itself regularly and systematically seek to build the school board's own skills and knowledge? Card 1

A formal SCHOOL BOARD DEVELOPMENT program would likely have a budget, someone in charge, and be thought of as a normal part of school district operation. CC1-3 RES 4 Card 91

_____(1) Yes. My district has a formal SCHOOL BOARD DEVELOPMENT program.
_____(2) Sort of. Our procedures are informal. We work at improving school board skills and knowledge as needed, when opportunities arise, or when a board member expresses interest.
_____(3) No. My district does not have a formal SCHOOL BOARD DEVELOPMENT program.
_____(4) I don't know. [5]

2. What has your district done, in the last 2 years, that was particularly effective at raising the skills and knowledge of the board or of specific members of the board? [6]

2a. Briefly, how do you know this was effective? [7]

3. What has your district done, in the last 2 years, that proved to be ineffective at raising the skills and knowledge of the board or of specific members of the board?

3a. Briefly, how do you know this was ineffective?

4. Which of the following activities have occurred during the last 2 years in your district? Where these occur, does the district pay the costs or do board members pay the costs? Which would you like to see occur in the next 2 years?

	In the last 2 years, we did this. District paid costs.	In the last 2 years, we did this. Board members paid costs.	In the next 2 years we should do this.
A. Weekend retreat for board members.	_____(1)	_____(2)	_____(3) [8]
B. Orientation workshop for for school board members.	_____(1)	_____(2)	_____(3) [9]
C. Board member participation in state school board assn. conventions	_____(1)	_____(2)	_____(3) [10]
D. Formal survey of board members' needs for purposes of planning SCHOOL BOARD DEVELOPMENT activities.	_____(1)	_____(2)	_____(3) [11]
E. Board member participation in NSBA national convention.	_____(1)	_____(2)	_____(3) [12]
F. Programs, led by experts, at local school board functions.	_____(1)	_____(2)	_____(3) [13]
G. School board member visits to school within your district.	_____(1)	_____(2)	_____(3) [14]
H. School board member visits to schools outside your district.	_____(1)	_____(2)	_____(3) [15]
I. School board member participation in workshops or seminars conducted by a university or school board assn.	_____(1)	_____(2)	_____(3) [16]
J. Talks to school board members by federal, state or local education officials on selected topics.	_____(1)	_____(2)	_____(3) [17]
K. Subscription(s) to the American School Board Journal for board members.	_____(1)	_____(2)	_____(3) [18]
L. Subscription(s) to other educational journals for board members to read.	_____(1)	_____(2)	_____(3) [19]

5. a) Please put an "x" beside the person or group who, in your district, takes the major responsibility for coordinating the aspects of boardsmanship listed below. [20,21,22]

b) Put a circle around the box indicating who should take the major responsibility for coordination. [23,24,25]

	Board as a whole	Board President	Superintendent	State School Boards Assn.	No One	Other (explain)
1. Pre-election orientation program for prospective candidates	☐	☐	☐	☐	☐	☐
2. Overall, comprehensive board development program	☐	☐	☐	☐	☐	☐
3. New board member orientation.	☐	☐	☐	☐	☐	☐

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6.a) Indicate with an "x", the person you would most like to have conduct a development program on the subjects listed. [25-33]

b) Place a circle around the "x" for any groups that have conducted these workshops in your district in the past two years. [34-41]

	A local board member	Local superintendent	Local administrative personnel	Teachers	Federal/state gov't officials	College/university professors	State school boards assn.	NSBA staff	Lay advisors	Other (specify)
1. School finances	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Collective bargaining	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Hiring practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Curriculum decisions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. School facilities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Superintendent relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Community relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Indicate whether there is or should be a written policy statement in your district for any of the following:

	Yes, there's a written policy statement	No, there's no written policy statement	There should be a policy statement	
1. Pre-election orientation program	☐	☐	☐	[42]
2. Orientation program for new board members	☐	☐	☐	[43]
3. Comprehensive board development program	☐	☐	☐	[44]
4. Visits to state and NSBA meetings	☐	☐	☐	[45]

8. Below are listed a series of constraints or limitations on participation in school board development programs. Please rate them in terms of their impact on you.
(1 = not limiting or constraining 7 = very limiting or constraining)

	Not constraining						Very constraining	
1. Lack of interest on my part.	1	2	3	4	5	6	7	[46]
2. Lack of board president interest.	1	2	3	4	5	6	7	[47]
3. Lack of superintendent interest.	1	2	3	4	5	6	7	[48]
4. Lack of whole board interest.	1	2	3	4	5	6	7	[49]
5. Pressure to conserve funds	1	2	3	4	5	6	7	[50]
6. Lack of personal funds.	1	2	3	4	5	6	7	[51]
7. No time; business competes.	1	2	3	4	5	6	7	[52]
8. No time; family competes.	1	2	3	4	5	6	7	[53]
9. Poor quality of such events.	1	2	3	4	5	6	7	[54]
10. Embarrassment over personal ignorance of subject matter.	1	2	3	4	5	6	7	[55]
11. Week-end meetings badly timed.	1	2	3	4	5	6	7	[56]
12. Week-day meetings badly timed.	1	2	3	4	5	6	7	[57]
13. Evening meetings badly timed.	1	2	3	4	5	6	7	[58]
14. Meetings are too long	1	2	3	4	5	6	7	[59]

15. Other (Please explain): _____

9. Please indicate the incentive behind your involvement in a particular inservice activity. Check all that apply.

	Remuneration	Gain knowledge & skills	Fill pre-service gaps	Fellowship with peers	School Board distinction	Travel	Other (explain) Card 2 Dup 1 JCC 4 [2]
1. School visitations	☐	☐	☐	☐	☐	☐	☐
2. National or state sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐ [5-12]
3. National or state sponsored conference	☐	☐	☐	☐	☐	☐	☐ [13-20]
4 University sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐ [21-28]
5. Local district workshop/conference	☐	☐	☐	☐	☐	☐	☐ [29-42] [49-56]

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10. When SCHOOL BOARD DEVELOPMENT activities such as workshops, seminars, conventions, tours and the like are available, as a rule in your district, who attends? Who should attend? (Please check as many as are appropriate.)

		Attends Activities	Should Attend Activities	
1.	Board members only.	____	____	[57-58]
2.	Key staff.	____	____	[59-60]
3.	Candidates for the board.	____	____	[61-62]
4.	Interested district employees.	____	____	[63-64]
5.	Interested district teachers.	____	____	[65-66]
6.	Interested citizens.	____	____	[67-68]
7.	PTA members.	____	____	[69-70]
8.	Advisory committee members.	____	____	[71-72]
9.	Students.	____	____	[73-74]
10.	Newspaper or TV reporters.	____	____	[75-76]
11.	Other. (Please explain: _____	____	____	[77-78]

_____

11. Imagine that you are confronted with the need, one month from today, of being familiar with a new subject about which you are now ignorant -- for example, computer literacy. Imagine, also, that all the following opportunities to learn about the subject are available to you, but you can choose only two. Which one or two would you select? Card 1 Dup 1 ICC

____(1) Attend 2-hour expert lecture.
____(2) Talk with expert over lunch.
____(3) Listen to audiotape cassette.
____(4) See a film or videotape.
____(5) Confer privately with supt.
____(6) Confer privately with staff.
____(7) Confer privately with board member(s).
____(8) Visit a school or other site where 4[2] topic is handled effectively. [5,6,7]
____(9) Read articles or books selected by school district staff.
____(10) Read articles or books selected by yourself from a library.
____(11) None of these. Instead, I would:

_____

12. Consider all the people, resources and opportunities that help a person become an effective board member. Please rate them in terms of their actual assistance for you as a school board member. Circle one number for each item and leave blank any you have not experienced.

		Not Valuable						Very Valuable	
A.	Conversations with your board president.	1	2	3	4	5	6	7	[8]
B.	Conversations with your board colleagues.	1	2	3	4	5	6	7	[9]
C.	Conversations with your superintendent.	1	2	3	4	5	6	7	[10]
D.	Conversations with your personnel staff.	1	2	3	4	5	6	7	[11]
E.	Conversations with your school business staff.	1	2	3	4	5	6	7	[12]
F.	Conversations with your curriculum staff.	1	2	3	4	5	6	7	[13]
G.	Conversations with teachers in your district.	1	2	3	4	5	6	7	[14]
H.	Conversations with administrators in your district.	1	2	3	4	5	6	7	[15]
I.	Conversations with students in your district.	1	2	3	4	5	6	7	[16]
J.	Conversations with voters in your district.	1	2	3	4	5	6	7	[17]
K.	Conversations with key community leaders.	1	2	3	4	5	6	7	[18]
L.	Formal events at out-of-district meetings.	1	2	3	4	5	6	7	[19]
M.	Informal conversations at out-of-district meetings.	1	2	3	4	5	6	7	[20]
N.	Reading a handbook for new board members.	1	2	3	4	5	6	7	[21]
O.	Reading newsletters & magazines from your state school boards association.	1	2	3	4	5	6	7	[22]
P.	Reading the American School Board Journal.	1	2	3	4	5	6	7	[23]
Q.	Reading newsletters & magazines from NSBA.	1	2	3	4	5	6	7	[24]
R.	Reading education magazines. (Which ones?) _____	1	2	3	4	5	6	7	[25]
S.	Attending state school bd. assn. conventions.	1	2	3	4	5	6	7	[26]
T.	Attending NSBA national convention.	1	2	3	4	5	6	7	[27]
U.	Attending state school bd. assn. workshops.	1	2	3	4	5	6	7	[28]
V.	Attending NSBA workshops.	1	2	3	4	5	6	7	[29]
W.	Attending a new board member orientation in your district.	1	2	3	4	5	6	7	[30]
X.	Attending a new board member orientation conference outside your district.	1	2	3	4	5	6	7	[31]
Y.	Your personal experience in your profession.	1	2	3	4	5	6	7	[32]
Z.	Your experiences with the local board prior to serving on it.	1	2	3	4	5	6	7	[33]
AA	Your previous experience on other boards.	1	2	3	4	5	6	7	[34]
BB	Your experiences as a parent of school kids.	1	2	3	4	5	6	7	[35]
CC	Your training as an educator.	1	2	3	4	5	6	7	[36]
DD	Your previous work experience in a school district.	1	2	3	4	5	6	7	[37]

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13. Listed below are subjects of importance to school board members. Please rate the value of each topic to you for inclusion in a local School Board Development Program. (Circle one number for each activity.)

	Not Valuable						Very Valuable	
1. GENERAL TOPICS								
1. Legal responsibilities	1	2	3	4	5	6	7	[38]
2. Legislative relationships	1	2	3	4	5	6	7	[39]
3. Superintendent selection	1	2	3	4	5	6	7	[40]
4. Superintendent evaluation	1	2	3	4	5	6	7	[41]
5. Working relations with the superintendent	1	2	3	4	5	6	7	[42]
6. Collective bargaining	1	2	3	4	5	6	7	[43]
7. Establishment of overall educational goals	1	2	3	4	5	6	7	[44]
8. Problem solving techniques in policy development	1	2	3	4	5	6	7	[45]
9. R and D for education	1	2	3	4	5	6	7	[46]
10. Role of school attorney	1	2	3	4	5	6	7	[47]
11. Parliamentary procedure	1	2	3	4	5	6	7	[48]
12. State & National School Board Association services	1	2	3	4	5	6	7	[49]
2. SCHOOL - COMMUNITY TOPICS								
1. Strategies for public communication - media	1	2	3	4	5	6	7	[50]
2. Community politics, gov't., etc.	1	2	3	4	5	6	7	[51]
3. Role and function of advisory committees	1	2	3	4	5	6	7	[52]
4. Interdistrict relations	1	2	3	4	5	6	7	[53]
5. Community relations	1	2	3	4	5	6	7	[54]
6. Handling grievances	1	2	3	4	5	6	7	[55]
3. FINANCIAL TOPICS								
1. Budget preparation	1	2	3	4	5	6	7	[56]
2. Interpretation of budget	1	2	3	4	5	6	7	[57]
3. Business practices for schools	1	2	3	4	5	6	7	[58]
4. Local taxation and bonding procedures and terminologies	1	2	3	4	5	6	7	[59]
5. State funding	1	2	3	4	5	6	7	[60]
6. Federal aid	1	2	3	4	5	6	7	[61]
4. PERSONNEL TOPICS								
1. Shape and function of administrative organization	1	2	3	4	5	6	7	[62]
2. Personnel practices	1	2	3	4	5	6	7	[63]
3. Staff development	1	2	3	4	5	6	7	[64]
4. Staff evaluation	1	2	3	4	5	6	7	[65]
5. Salary structures	1	2	3	4	5	6	7	[66]
6. Pupil personnel facilities	1	2	3	4	5	6	7	[67]
5. CURRICULUM TOPICS								
1. Educational Planning	1	2	3	4	5	6	7	[68]
2. Evaluation of Educational programs	1	2	3	4	5	6	7	[69]
3. Understanding of instructional program areas	1	2	3	4	5	6	7	[70]
4. Student/school relations	1	2	3	4	5	6	7	[71]
5. Special educational programs	1	2	3	4	5	6	7	[72]
6. Career education (vocational)	1	2	3	4	5	6	7	[73]
7. Accountability	1	2	3	4	5	6	7	[74]
8. Population trends and attendance statistics per grade	1	2	3	4	5	6	7	[75]
9. Extra-curricular activities	1	2	3	4	5	6	7	[76]
10. Testing practices	1	2	3	4	5	6	7	[77]
11. Student achievement	1	2	3	4	5	6	7	[78]
6. SCHOOL FACILITIES TOPICS								
1. School House maintenance	1	2	3	4	5	6	7	[5]
2. Facilities planning	1	2	3	4	5	6	7	[6]
3. Transportation	1	2	3	4	5	6	7	[7]
4. Food service programs	1	2	3	4	5	6	7	[8]

Card 4
Dup ICC
4[2]

SECTION II: For statistical purposes only. All responses will be kept confidential.

A. Are you:
1. _____Male? 2. _____Female? [9]

B. What is your age? _____ [10]

C. How long have you served on the school board? _____ [11]

D. How were you first selected to be on the school board?
1. _____ appointed 2. _____ elected [12]

E. What is the highest year of formal education completed?
1. _____Some high school or less
2. _____High school or equivalent
3. _____Some college
4. _____College graduate
5. _____Post-graduate work
6. _____Masters degree
7. _____Doctorate
8. _____Other [13]

F. What is your occupational group?
1. _____Professional (lawyer, accountant, etc.)
2. _____Farmer
3. _____Homemaker
4. _____Technician, skilled worker
5. _____Educator
6. _____Office worker
7. _____Laborer
8. _____Government Service
9. _____Manager
10. _____Sales
11. _____Other _____

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School Board Member Questionnaire

Section I:

1. Is there a formal SCHOOL BOARD DEVELOPMENT program in your school district? That is, does the district or the board itself regularly and systematically seek to build the school board's own skills and knowledge? Card 1

A formal SCHOOL BOARD DEVELOPMENT program would likely have a budget, someone in charge, and be thought of as a normal part of school district operation. CCi-3 RES # 4 Card #1

_____(1) Yes. My district has a formal SCHOOL BOARD DEVELOPMENT program.
_____(2) Sort of. Our procedures are informal. We work at improving school board skills and knowledge as needed, when opportunities arise, or when a board member expresses interest.
_____(3) No. My district does not have a formal SCHOOL BOARD DEVELOPMENT program.
_____(4) I don't know. [5]

2. What has your district done, in the last 2 years, that was particularly effective at raising the skills and knowledge of the board or of specific members of the board? [6]

2a. Briefly, how do you know this was effective? [7]

3. What has your district done, in the last 2 years, that proved to be ineffective at raising the skills and knowledge of the board or of specific members of the board?

3a. Briefly, how do you know this was ineffective?

4. Which of the following activities have occurred during the last 2 years in your district? Where these occur, does the district pay the costs or do board members pay the costs? Which would you like to see occur in the next 2 years?

	In the last 2 years, we did this. District paid costs.	In the last 2 years, we did this. Board members paid costs.	In the next 2 years we should do this.
A. Weekend retreat for board members.	_____(1)	_____(2)	_____(3) [8]
B. Orientation workshop for for school board members.	_____(1)	_____(2)	_____(3) [9]
C. Board member participation in state school board assn. conventions	_____(1)	_____(2)	_____(3) [10]
D. Formal survey of board members' needs for purposes of planning SCHOOL BOARD DEVELOPMENT activities.	_____(1)	_____(2)	_____(3) [11]
E. Board member participation in NSBA national convention.	_____(1)	_____(2)	_____(3) [12]
F. Programs, led by experts, at local school board functions.	_____(1)	_____(2)	_____(3) [13]
G. School board member visits to school within your district.	_____(1)	_____(2)	_____(3) [14]
H. School board member visits to schools outside your district.	_____(1)	_____(2)	_____(3) [15]
I. School board member participation in workshops or seminars conducted by a university or school board assn.	_____(1)	_____(2)	_____(3) [16]
J. Talks to school board members by federal, state or local education officials on selected topics.	_____(1)	_____(2)	_____(3) [17]
K. Subscription(s) to the American School Board Journal for board members.	_____(1)	_____(2)	_____(3) [18]
L. Subscription(s) to other educational journals for board members to read.	_____(1)	_____(2)	_____(3) [19]

5. a) Please put an "x" beside the person or group who, in your district, takes the major responsibility for coordinating the aspects of boardsmanship listed below. [20,21,22]

b) Put a circle around the box indicating who should take the major responsibility for coordination. [23,24,25]

	Board as a whole	Board President	Superintendent	State School Boards Assn.	No One	Other (explain)
1. Pre-election orientation program for prospective candidates	☐	☐	☐	☐	☐	☐
2. Overall, comprehensive board development program	☐	☐	☐	☐	☐	☐
3. New board member orientation.	☐	☐	☐	☐	☐	☐

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6.a) Indicate with an "x", the person you would most like to have conduct a development program on the subjects listed. [25-33]

b) Place a circle around the "x" for any groups that have conducted these workshops in your district in the past two years. [34-41]

	A local board member	Local superintendent	Local administrative personnel	Teachers	Federal/state gov't officials	College/university professors	State school boards assn.	NSBA staff	Lay advisors	Other (specify)
1. School finances	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Collective bargaining	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Hiring practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Curriculum decisions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. School facilities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Superintendent relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Community relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Indicate whether there is or should be a written policy statement in your district for any of the following:

	Yes, there's a written policy statement	No, there's no written policy statement	There should be a policy statement	
1. Pre-election orientation program	☐	☐	☐	[42]
2. Orientation program for new board members	☐	☐	☐	[43]
3. Comprehensive board development program	☐	☐	☐	[44]
4. Visits to state and NSBA meetings	☐	☐	☐	[45]

8. Below are listed a series of constraints or limitations on participation in school board development programs. Please rate them in terms of their impact on you.
(1 = not limiting or constraining 7 = very limiting or constraining)

	Not constraining						Very constraining	
1. Lack of interest on my part.	1	2	3	4	5	6	7	[46]
2. Lack of board president interest.	1	2	3	4	5	6	7	[47]
3. Lack of superintendent interest.	1	2	3	4	5	6	7	[48]
4. Lack of whole board interest.	1	2	3	4	5	6	7	[49]
5. Pressure to conserve funds	1	2	3	4	5	6	7	[50]
6. Lack of personal funds.	1	2	3	4	5	6	7	[51]
7. No time; business competes.	1	2	3	4	5	6	7	[52]
8. No time; family competes.	1	2	3	4	5	6	7	[53]
9. Poor quality of such events.	1	2	3	4	5	6	7	[54]
10. Embarrassment over personal ignorance of subject matter.	1	2	3	4	5	6	7	[55]
11. Week-end meetings badly timed.	1	2	3	4	5	6	7	[56]
12. Week-day meetings badly timed.	1	2	3	4	5	6	7	[57]
13. Evening meetings badly timed.	1	2	3	4	5	6	7	[58]
14. Meetings are too long	1	2	3	4	5	6	7	[59]
15. Other (Please explain): _____								

9. Please indicate the incentive behind your involvement in a particular inservice activity. Check all that apply.

	Remuneration	Gain knowledge & skills	Fill pre-service gaps	Fellowship with peers	School Board distinction	Travel	Other (explain)	
							Card 2 Dup 1 JCC 4[2]	
1. School visitations	☐	☐	☐	☐	☐	☐	☐	[5-12]
2. National or state sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐	[13-20]
3. National or state sponsored conference	☐	☐	☐	☐	☐	☐	☐	[21-28]
4. University sponsored workshop/seminar	☐	☐	☐	☐	☐	☐	☐	[29-42]
5. Local district workshop/conference	☐	☐	☐	☐	☐	☐	☐	[49-56]

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10. When SCHOOL BOARD DEVELOPMENT activities such as workshops, seminars, conventions, tours and the like are available, as a rule in your district, who attends? Who should attend? (Please check as many as are appropriate.)

	Attends Activities	Should Attend Activities	
1. Board members only.	____	____	[57-58]
2. Key staff.	____	____	[59-60]
3. Candidates for the board.	____	____	[61-62]
4. Interested district employees.	____	____	[63-64]
5. Interested district teachers.	____	____	[65-66]
6. Interested citizens.	____	____	[67-68]
7. PTA members.	____	____	[69-70]
8. Advisory committee members.	____	____	[71-72]
9. Students.	____	____	[73-74]
10. Newspaper or TV reporters.	____	____	[75-76]
11. Other. (Please explain: _____)	____	____	[77-78]

11. Imagine that you are confronted with the need, one month from today, of being familiar with a new subject about which you are now ignorant -- for example, computer literacy. Imagine, also, that all the following opportunities to learn about the subject are available to you, but you can choose only two. Which one or two would you select? Card 3 Dup 1 3CC

____(1) Attend 2-hour expert lecture.
____(2) Talk with expert over lunch.
____(3) Listen to audiotape cassette.
____(4) See a film or videotape.
____(5) Confer privately with supt.
____(6) Confer privately with staff.
____(7) Confer privately with board member(s).
____(8) Visit a school or other site where topic is handled effectively. 4[2] [5,6,7]
____(9) Read articles or books selected by school district staff.
____(10) Read articles or books selected by yourself from a library.
____(11) None of these. Instead, I would: _____

13. Consider all the people, resources and opportunities that help a person become an effective board member. Please rate them in terms of their actual assistance for you as a school board member. Circle one number for each item and leave blank any you have not experienced.

	Not Valuable						Very Valuable	
A. Conversations with your board president.	1	2	3	4	5	6	7	[8]
B. Conversations with your board colleagues.	1	2	3	4	5	6	7	[9]
C. Conversations with your superintendent.	1	2	3	4	5	6	7	[10]
D. Conversations with your personnel staff.	1	2	3	4	5	6	7	[11]
E. Conversations with your school business staff.	1	2	3	4	5	6	7	[12]
F. Conversations with your curriculum staff.	1	2	3	4	5	6	7	[13]
G. Conversations with teachers in your district.	1	2	3	4	5	6	7	[14]
H. Conversations with administrators in your district.	1	2	3	4	5	6	7	[15]
I. Conversations with students in your district.	1	2	3	4	5	6	7	[16]
J. Conversations with voters in your district.	1	2	3	4	5	6	7	[17]
K. Conversations with key community leaders.	1	2	3	4	5	6	7	[18]
L. Formal events at out-of-district meetings.	1	2	3	4	5	6	7	[19]
M. Informal conversations at out-of-district meetings.	1	2	3	4	5	6	7	[20]
N. Reading a handbook for new board members.	1	2	3	4	5	6	7	[21]
O. Reading newsletters & magazines from your state school boards association.	1	2	3	4	5	6	7	[22]
P. Reading the American School Board Journal.	1	2	3	4	5	6	7	[23]
Q. Reading newsletters & magazines from NSBA.	1	2	3	4	5	6	7	[24]
R. Reading education magazines. (Which ones?) _____	1	2	3	4	5	6	7	[25]
S. Attending state school bd. assn. conventions.	1	2	3	4	5	6	7	[26]
T. Attending NSBA national convention.	1	2	3	4	5	6	7	[27]
U. Attending state school bd. assn. workshops.	1	2	3	4	5	6	7	[28]
V. Attending NSBA workshops.	1	2	3	4	5	6	7	[29]
W. Attending a new board member orientation in your district.	1	2	3	4	5	6	7	[30]
X. Attending a new board member orientation conference outside your district.	1	2	3	4	5	6	7	[31]
Y. Your personal experience in your profession.	1	2	3	4	5	6	7	[32]
Z. Your experiences with the local board prior to serving on it.	1	2	3	4	5	6	7	[33]
AA Your previous experience on other boards.	1	2	3	4	5	6	7	[34]
BB Your experiences as a parent of school kids.	1	2	3	4	5	6	7	[35]
CC Your training as an educator.	1	2	3	4	5	6	7	[36]
DD Your previous work experience in a school district.	1	2	3	4	5	6	7	[37]

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13. Listed below are subjects of importance to school board members. Please rate the value of each topic to you for inclusion in a local School Board Development Program. (Circle one number for each activity.)

	Not Valuable						Very Valuable	
1. GENERAL TOPICS								
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7. Establishment of overall educational goals	1	2	3	4	5	6	7	[44]
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4. Interdistrict relations	1	2	3	4	5	6	7	[53]
5. Community relations	1	2	3	4	5	6	7	[54]
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6. Career education (vocational)	1	2	3	4	5	6	7	[73]
7. Accountability	1	2	3	4	5	6	7	[74]
8. Population trends and attendance statistics per grade	1	2	3	4	5	6	7	[75]
9. Extra-curricular activities	1	2	3	4	5	6	7	[76]
10. Testing practices	1	2	3	4	5	6	7	[77]
11. Student achievement	1	2	3	4	5	6	7	[78]
6. SCHOOL FACILITIES TOPICS								Card 4
1. School House maintenance	1	2	3	4	5	6	7	[5] Dup ICC
2. Facilities planning	1	2	3	4	5	6	7	[6] 4[2]
3. Transportation	1	2	3	4	5	6	7	[7]
4. Food service programs	1	2	3	4	5	6	7	[8]

SECTION II: For statistical purposes only. All responses will be kept confidential.

A. Are you:
1. _____Male? 2. _____Female? [9]

B. What is your age? _____ [10]

C. How long have you served on the school board? _____ [11]

D. How were you first selected to be on the school board?
1. _____ appointed 2. _____ elected [12]

E. What is the highest year of formal education completed?
1. _____Some high school or less
2. _____High school or equivalent
3. _____Some college
4. _____College graduate
5. _____Post-graduate work
6. _____Masters degree
7. _____Doctorate
8. _____Other [13]

F. What is your occupational group?
1. _____Professional (lawyer, accountant, etc.)
2. _____Farmer
3. _____Homemaker
4. _____Technician, skilled worker
5. _____Educator
6. _____Office worker
7. _____Laborer
8. _____Government Service
9. _____Manager
10. _____Sales
11. _____Other _____ [14]

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EXPERT QUESTIONNAIRE

Section I:

1. Should there be a formal SCHOOL BOARD DEVELOPMENT program in a school district? That is, should the district or the board itself regularly and systematically seek to build the school board's own skills and knowledge? CCI-3 RES 44 CARD 41

A formal SCHOOL BOARD DEVELOPMENT program would likely have a budget, someone in charge, and be thought of as a normal part of school district operation.

____(1) Yes. A district should have formal SCHOOL BOARD DEVELOPMENT program.
____(2) Sort of. Procedures should be informal. Districts should work at improving school board skills and knowledge as needed, when opportunities arise, or when a board member expresses interest.
____(3) No. Districts should not have a formal SCHOOL BOARD DEVELOPMENT program.
____(4) I don't know. [5]

2. Do you know of a district that in the last 2 years was particularly effective at raising the skills and knowledge of the board or of specific members of the board? [6]

3. Briefly, how do you know this was effective? [7]

4. Which of the following activities should occur in a district? Where thise occur, should the district pay the costs or should board members pay the costs?

	ACTIVITIES SHOULD OCCUR. DISTRICT SHOULD PAY COSTS.	ACTIVITIES SHOULD OCCUR. BOARD MEMBERS SHOULD PAY COSTS.	
A. Weekend retreat for board members.	____(1)	____(2)	[8]
B. Orientation workshop for school board members.	____(1)	____(2)	[9]
C. Board member participation in state school board assn. conventions.	____(1)	____(2)	[10]
D. Formal survey of board members' needs for purposes of planning SCHOOL BOARD DEVELOPMENT activities.	____(1)	____(2)	[11]
E. Board member participation in NSBA national convention.	____(1)	____(2)	[12]
F. Programs, led by experts, at local school board functions.	____(1)	____(2)	[13]
G. School board member visits to schools within the district.	____(1)	____(2)	[14]
H. School board member visits to schools outside the district.	____(1)	____(2)	[15]
I. School board member participation in workshops or seminars conducted by a university or school board assn.	____(1)	____(2)	[16]
J. Talks to school board members by federal, state or local education officials on selected topics.	____(1)	____(2)	[17]
K. Subscription(s) to the American School Board Journal for board members.	____(1)	____(2)	[18]
L. Subscription(s) to other educational journals for board members to read.	____(1)	____(2)	[19]

5. Put an "X" in the box indicating who should take the major responsibility for coordinating the aspects of boardsmanship listed below. [20,21,22]

	BOARD AS A WHOLE	BOARD PRESI-DENT	SUPER-INTEN-DENT	STATE SCHOOL BOARDS ASSN.	NO ONE	OTHER (EXPLAIN)
1. Pre-election orientation program for prospective candidates.	☐	☐	☐	☐	☐	☐
2. Overall, comprehensive board development program.	☐	☐	☐	☐	☐	☐
3. New board member orientation.	☐	☐	☐	☐	☐	☐

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6. Indicate with an "x", the person you would most like to have conduct a development program on the subjects listed. [23-30]

	A LOCAL BOARD MEMBER	LOCAL SUPERINTENDENT	LOCAL ADMINISTRATIVE PERSONNEL	TEACHERS	FEDERAL/STATE GOV'T OFFICIALS	COLLEGE/UNIVERSITY PROFESSORS	STATE SCHOOL BOARDS ASSN.	NSBA STAFF	LAY ADVISORS	OTHER (SPECIFY) _____
1. School finances	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Collective bargaining	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Hiring practices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Curriculum Decisions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. School facilities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Superintendant relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Community relations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

7. Indicate whether there should be a written policy statement in a district for any of the following:

	YES, THERE SHOULD BE A WRITTEN POLICY STATEMENT	NO, THERE SHOULD NOT BE A WRITTEN POLICY STATEMENT	
1. Pre-election orientation program.	☐	☐	[31]
2. Orientation program for new board members.	☐	☐	[32]
3. Comprehensive board development program.	☐	☐	[33]
4. Visits to state and NSBA meetings.	☐	☐	[34]

8. Below are listed a series of constraints or limitations on participation in school board development programs. Please rate them in terms of their impact on school board members.
(1 = not limiting or constraining — 7 = very limiting or constraining)

	NOT CONSTRAINING						VERY CONSTRAINING	
1. Lack of board president interest.	1	2	3	4	5	6	7	[35]
2. Lack of superintendent interest.	1	2	3	4	5	6	7	[36]
3. Lack of whole board interest.	1	2	3	4	5	6	7	[37]
4. Pressure to conserve funds.	1	2	3	4	5	6	7	[38]
5. Lack of personal funds.	1	2	3	4	5	6	7	[39]
6. No time; business competes.	1	2	3	4	5	6	7	[40]
7. No time; family competes.	1	2	3	4	5	6	7	[41]
8. Poor quality of such events.	1	2	3	4	5	6	7	[42]
9. Embarrassment over personal ignorance of subject matter.	1	2	3	4	5	6	7	[43]
10. Week-end meetings badly timed.	1	2	3	4	5	6	7	[44]
11. Week-day meetings badly timed.	1	2	3	4	5	6	7	[45]
12. Evening meetings badly timed.	1	2	3	4	5	6	7	[46]
13. Meetings are too long.	1	2	3	4	5	6	7	[47]
14. Other *(PLEASE EXPLAIN)*: _____								

9. Please indicate the incentive behind a board's involvement in a particular inservice activity. Check all that apply. CARD 2 DUP 1 3 CC 4 [2]

	RENUMERATION	GAIN KNOWLEDGE SKILLS	FULL PRE-SERVICE CAPS	FELLOWSHIP W/PEERS	SCHOOL BOARD DISTINCTION	TRAVEL	OTHER (EXPLAIN) _____	
1. School visitations.	☐	☐	☐	☐	☐	☐	☐	[9-17]
2. National or state sponsored workshop/seminar.	☐	☐	☐	☐	☐	☐	☐	[18-20]
3. National or state sponsored conference.	☐	☐	☐	☐	☐	☐	☐	[21-28]
4. University sponsored workshop/seminar.	☐	☐	☐	☐	☐	☐	☐	[35-42]
5. Local district workshop/conference.	☐	☐	☐	☐	☐	☐	☐	[43-50]

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10. When SCHOOL BOARD DEVELOPMENT activities such as workshops, seminars, conventions, tours and the like are available, as a rule who should attend these activities? *(Please check as many as are appropriate.)*

	SHOULD ATTEND ACTIVITIES	
1. Board members only.	___	[57]
2. Key staff.	___	[58]
3. Candidates for the board.	___	[59]
4. Interested district employees.	___	[60]
5. Interested district teachers.	___	[61]
6. Interested citizens.	___	[62]
7. PTA members.	___	[63]
8. Advisory committee members.	___	[64]
9. Students.	___	[65]
10. Newspaper or TV reporters.	___	[66]
11. Other. *(PLEASE EXPLAIN:)*	___	[67]

11. Imagine that a board is confronted with the need, one month from today, of being familiar with a new subject about which they are now ignorant — for example, computer literacy. Imagine, also that all the following opportunities to learn about the subject are available to a board, but they can choose only two. Which one or two should they select?

[68,69,70]

___(1) Attend 2-hour expert lecture.
___(2) Talk with expert over lunch.
___(3) Listen to audiotape cassette.
___(4) See a film or videotape.
___(5) Confer privately with supt.
___(6) Confer privately with staff.
___(7) Confer privately with board member(s).
___ (8) Visit a school or other site where topic is handled effectively.
___ (9) Read articles or books selected by school district staff.
___(10) Read articles or books selected from a library.
___(11) None of these. Instead, they should: _____.

12. Consider all the people, resources and opportunities that help a person become an effective board member. Please rate them in terms of their actual assistance for a school board member. Circle one number for each item.

CARD 3
DUP 1 JOB
4 [2]

	NOT VALUABLE				VERY VALUABLE			
A. Conversations with board president.	1	2	3	4	5	6	7	[3]
B. Conversations with the board colleagues.	1	2	3	4	5	6	7	[4]
C. Conversations with the superintendent.	1	2	3	4	5	6	7	[5]
D. Conversations with the personnel staff.	1	2	3	4	5	6	7	[6]
E. Conversations with the school business staff.	1	2	3	4	5	6	7	[7]
F. Conversations with the curriculum staff.	1	2	3	4	5	6	7	[8]
G. Conversations with teachers in the district.	1	2	3	4	5	6	7	[9]
H. Conversations with administrators in the district.	1	2	3	4	5	6	7	[10]
I. Conversations with students in the district.	1	2	3	4	5	6	7	[11]
J. Conversations with voters in the district.	1	2	3	4	5	6	7	[12]
K. Conversations with key community leaders.	1	2	3	4	5	6	7	[13]
L. Formal events at out-of-district meetings.	1	2	3	4	5	6	7	[14]
M. Informal conversations at out-of-district meetings.	1	2	3	4	5	6	7	[15]
N. Reading a handbook for new board members.	1	2	3	4	5	6	7	[16]
O. Reading newsletters & magazines from the state school boards association.	1	2	3	4	5	6	7	[17]
P. Reading the American School Board Journal.	1	2	3	4	5	6	7	[18]
Q. Reading newsletters & magazines from NSBA.	1	2	3	4	5	6	7	[19]
R. Reading education magazines. (Which ones?) _____ _____	1	2	3	4	5	6	7	[20]
S. Attending state school board association conventions.	1	2	3	4	5	6	7	[21]
T. Attending NSBA national convention.	1	2	3	4	5	6	7	[22]
U. Attending state school bd. assn. workshops.	1	2	3	4	5	6	7	[23]
V. Attending NSBA workshops.	1	2	3	4	5	6	7	[24]
W. Attending a new board member orientation in the district.	1	2	3	4	5	6	7	[25]
X. Attending a new board member orientation conference outside the district.	1	2	3	4	5	6	7	[26]
Y. Personal experience in one's profession.	1	2	3	4	5	6	7	[27]
Z. Experiences with the local board prior to serving on it.	1	2	3	4	5	6	7	[28]
AA. Previous experience on other boards.	1	2	3	4	5	6	7	[29]
BB. Experiences as a parent of school kids.	1	2	3	4	5	6	7	[30]
CC. Training as an educator.	1	2	3	4	5	6	7	[31]
DD. Previous work experience in a school district.	1	2	3	4	5	6	7	[32]

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13. Listed below are subjects of importance to school board members. Please rate the value of each topic to you for inclusion in a local School Board Development Program. *(Circle one number for each activity.)*

	NOT VALUABLE				VERY VALUABLE			
1. GENERAL TOPICS								
1. Legal responsibilities	1	2	3	4	5	6	7	[31]
2. Legislative relationships	1	2	3	4	5	6	7	[32]
3. Superintendent selection	1	2	3	4	5	6	7	[33]
4. Superintendent evaluation	1	2	3	4	5	6	7	[34]
5. Working relations with the superintendent	1	2	3	4	5	6	7	[35]
6. Collective bargaining	1	2	3	4	5	6	7	[36]
7. Establishment of overall educational goals	1	2	3	4	5	6	7	[37]
8. Problem solving techniques in policy development	1	2	3	4	5	6	7	[38]
9. R and D for education	1	2	3	4	5	6	7	[39]
10. Role of school attorney	1	2	3	4	5	6	7	[40]
11. Parliamentary procedure	1	2	3	4	5	6	7	[41]
12. State & National School Board Association services	1	2	3	4	5	6	7	[42]
2. SCHOOL - COMMUNITY TOPICS								
1. Strategies for public communication - media	1	2	3	4	5	6	7	[43]
2. Community politics, gov't., etc.	1	2	3	4	5	6	7	[44]
3. Role and function of advisory committees	1	2	3	4	5	6	7	[45]
4. Interdistrict relations	1	2	3	4	5	6	7	[46]
5. Community relations	1	2	3	4	5	6	7	[47]
6. Handling grievances	1	2	3	4	5	6	7	[48]
3. FINANCIAL TOPICS								
1. Budget preparation	1	2	3	4	5	6	7	[49]
2. Interpretation of budget	1	2	3	4	5	6	7	[50]
3. Business practices for schools	1	2	3	4	5	6	7	[51]
4. Local taxation and bonding procedures and terminologies	1	2	3	4	5	6	7	[52]
5. State funding	1	2	3	4	5	6	7	[53]
6. Federal aid	1	2	3	4	5	6	7	[54]
4. PERSONNEL TOPICS								
1. Shape and function of administrative organization	1	2	3	4	5	6	7	[55]
2. Personnel practices	1	2	3	4	5	6	7	[56]
3. Staff development	1	2	3	4	5	6	7	[57]
4. Staff evaluation	1	2	3	4	5	6	7	[58]
5. Salary structures	1	2	3	4	5	6	7	[59]
6. Pupil personnel facilities	1	2	3	4	5	6	7	[60]
5. CURRICULUM TOPICS								
1. Educational planning	1	2	3	4	5	6	7	[61]
2. Evaluation of Educational programs	1	2	3	4	5	6	7	[62]
3. Understanding of instructional program areas	1	2	3	4	5	6	7	[63]
4. Student/school relations	1	2	3	4	5	6	7	[64]
5. Special educational programs	1	2	3	4	5	6	7	[65]
6. Career education (vocational)	1	2	3	4	5	6	7	[66]
7. Accountability	1	2	3	4	5	6	7	[67]
8. Population trends and attendance statistics per grade	1	2	3	4	5	6	7	[68]
9. Extracurricular activities	1	2	3	4	5	6	7	[69]
10. Testing practices	1	2	3	4	5	6	7	[70]
11. Student achievement	1	2	3	4	5	6	7	[71]
6. SCHOOL FACILITIES TOPICS								
1. School house maintenance	1	2	3	4	5	6	7	[72]
2. Facilities planning	1	2	3	4	5	6	7	[73]
3. Transportation	1	2	3	4	5	6	7	[74]
4. Food service programs	1	2	3	4	5	6	7	[75]

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APPENDIX C

Board Member and Superintendent Interviews

SCHOOL BOARD PROFESSIONAL DEVELOPMENT

Superintendent Interview

This interview is part of a study of local professional development programs and practices for school board members. In the interview, I primarily want to find out about the nature of your district and the types of inservice work with school board members which the district engages in.

Although an identifying code is used, please be assured that your answers will be kept confidential and your name will not be associated with your responses. All reports compiled will combine your answers with those of others so as to respect your privacy and the confidentiality of your answers.

Remember that the purpose of this study is to characterize the board inservice work of your district and of the people who work in them. Please be assured that it is not an evaluation study of you or your district. Please be as frank and honest as possible when giving your responses. Your cooperation is greatly appreciated.

CODE: ( ) ( ) ( )

DATE: _____ START TIME: _____

1. Organizational Structure

a) What is the existing organizational structure of this district? (Where possible refer to organizational chart. Identify areas and people in district INVOLVED IN BOARD DEVELOPMENT WORK)

- HOW LONG HAS THIS CHART BEEN IN EFFECT
- HOW LONG HAVE YOU BEEN IN CHARGE OF THE DISTRICT
- WHAT AREAS AND PERSONNEL HAVE BEEN INVOLVED IN BOARD DEVELOPMENT WORK.

b) Will you please describe your role in relation to the school board? How does your school board role in this district differ from that of superintendents in other districts of the same type.

2. Mission

a) Would you describe the overall purpose and structure of your school board professional development program? How does your program differ from that of other districts of the same type? (PROBE FOR:

- POLICIES
- PRE-SERVICE ORIENTATION
- NEW BOARD MEMBER ORIENTATION
- ONGOING DEVELOPMENT)

3. Program Decisions

a) We've talked a little about the organization of the development program. Now I'd like to learn a little about how it developed. Were there any special historical factors that affected the development of your school board inservice program?

b) I'd like to ask some more specific questions about the development of programs for board members in this district. Generally speaking, how does this district decide what its program will be? (PROBE FOR:

- ROLE OF BOARD MEMBERS
- ROLE OF SUPERINTENDENT AND DISTRICT OFFICE
- OTHER FACTORS - PSBA, STATE MANDATES, NEEDS ASSESSMENTS AND EVALUATIONS, COMMUNITY GROUPS)

4. Knowledge Transfer Activities

a) Generally, what benefits do you expect school board members or the board as a whole will receive as a result of the board development program?

b) What are some of the more effective strategies and tactics you use to help school board members get these benefits?

c) In your opinion, what is the key to a superintendent's success in working with boards? (PROBE:

- SPECIAL QUALITIES
- SPECIAL SKILLS)

d) What are some of the characteristics of boards in general and your board members in particular that affect whether board members benefit from the inservice information you offer them?

5. Knowledge Use

a) In what areas have you concentrated the greatest part of your school board inservice efforts over the past year?

b) Let's take the area where you did the most work. What issues or problems did you work with the board on this year? (IDENTIFY:

- DIRECTION GIVEN BY THE SUPERINTENDENT
- ASSISTANCE OFFERED (SPEAKERS, SEMINARS, ETC.)
- WHERE TRAINING WAS DONE
- WHEN TRAINING WAS DONE
- WHO PARTICIPATED
- BOARD'S RESPONSE
- WHAT CHANGES WERE MADE
- WHAT EVALUATION WAS CONDUCTED)

c) What other issues or problems did you work with the board on this year? (IDENTIFY:

- DIRECTION GIVEN BY THE SUPERINTENDENT
- ASSISTANCE OFFERED
- WHERE TRAINING WAS DONE
- WHO PARTICIPATED
- BOARD'S RESPONSE
- WHAT CHANGES WERE MADE
- WHAT EVALUATION WAS MADE)

d) What other informal inservice practices do your board members engage in to help themselves acquire the necessary knowledge and skills?

6. Board/Administrative Relations

a) On the average, about how many times a week do you talk to board members about problems or issues in the district?

0-4	5-8	9-12	13+

b) On the average, about how many times a week do you talk to your board president about education in the district?

0-4	5-8	9-12	13+

c) Would you say that board members usually initiate contact with you, that you usually initiate contact with them or that it's about even - you each initiate contact about the same amount?

Board initiates	About even	Supt. initiates
3	2	1

d) All in all, how well informed would you say the board is on education in the district?

Very well	Moderately well	Moderately poorly	Very poorly
4	3	2	1

e) How supportive is the board president of your work with the board?

Very	Moderately	Not too helpful	Not at all helpful
4	3	2	1

f) In some districts, it's hard for board and administration to get together and share information, while in other districts it's easy. How easy is it here for board and administration to get together and share information?

Very easy	Moderately easy	Moderately hard	Very hard
4	3	2	1

g) What are some of the things that make it hard to get together?

h) Are there any things that make it easy?

7. Do you have any final comments to make about your board, your district, your work and/or the interview itself?

8. INTERVIEWER CHECK: _____MALE _____FEMALE

9. END TIME:_____ LENGTH OF INTERVIEW:_____

10. INTERVIEWER'S COMMENTS:

SCHOOL BOARD PROFESSIONAL DEVELOPMENT

Board Member Interview

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Although an identifying code is used, please be assured that your answers will be kept confidential and your name will not be associated with your responses. All reports compiled will combine your answers with those of others so as to respect your privacy and the confidentiality of your answers.

Remember that the purpose of this study is to characterize the board inservice work of your district and of the people who work in them. Please be assured that it is not an evaluation study of you or your district. Please be as frank and honest as possbile when giving your responses. Your cooperation is greatly appreciated.

CODE: ( ) ( ) ( )

DATE: _____ START TIME: _____

1. Mission

a) Would you describe the overall purpose and structure of your school board professional development program? How does your program differ from that of other districts of the same type? (PROBE FOR:

- POLICIES
- PRE-SERVICE ORIENTATION
- NEW BOARD MEMBER ORIENTATION
- ON-GOING ORIENTATION)

2. Program Decisions

a) We've talked about the purpose and structure of the board development program. Now I'd like to learn a little about how it developed. Were there any special historical factors that affected the development of this program?

b) I'd like to ask some more specific questions about the development of programs for board members in this district. Generally speaking, how does this district decide what its program will be? (PROBE FOR:

- ROLE OF BOARD MEMBERS
- ROLE OF SUPERINTENDENT AND DISTRICT OFFICE
- OTHER FACTORS - PSBA, STATE MANDATES, NEEDS ASSESSMENTS AND EVALUATIONS, COMMUNITY GROUPS)

3. Knowledge Transfer Activities & Use

a) Generally, what kinds of knowledge, skills or products do you hope board members will develop as a result of the board development program?

b) In your opinion, what is the key to a superintendent's success in working with boards? (PROBE:

- SPECIAL QUALITIES
- SPECIAL SKILLS)

c) What are some of the characteristics of boards in general and your board members in particular that affect whether board members benefit from the inservice information you offer them?

d) Can you give some examples of how the board development program has functioned over the past school year? (IDENTIFY:

- AREAS OF CONCENTRATION
- HOW ACTIVITY WAS ORIGINATED
- DIRECTION GIVEN BY SUPERINTENDENT
- ASSISTANCE OFFERED (WORKSHOPS, SEMINARS, ETC.)
- WHERE TRAINING WAS DONE
- WHEN TRAINING WAS DONE
- WHO PARTICIPATED
- BOARD'S RESPONSE
- WHAT CHANGES WERE MADE)

e) How many board members this year have attended or will attend:

(1) PSBA STATE CONFERENCE _____

(2) NSBA CONFERENCE _____

(3) PSBA WORKSHOPS/SEMINARS _____

WHICH ONES_____

(4) I.U. WORKSHOPS/SEMINARS _____

WHICH ONES_____

(5) UNIVERSITY WORKSHOPS/SEMINARS _____

WHICH ONES_____

f) How many board members have:

(1) visited schools in the district _____?

(2) visited schools outside the district _____?

g) Other than formal board development activities, what informal inservice practices do you and your board engage in to help yourselves acquire the necessary knowledge and skills?

4. District Characteristics

a) What are the primary educational problems that the district faces? Which ones do you think are raised most often to central office staff?

5. Board/Superintendent Relations

a) On the average, about how many times a week do you talk to your board colleagues about problems or issues in the district?

0-4	5-8	9-12	13+

b) (If board member is not president) On the average about how many times a week do you talk to your board president about education in the district?

0-4	5-8	9-12	13+

c) Would you say that board members usually initiate contact with you, that you usually initiate contact with them, or that it's about even - you each initiate contact about the same amount?

Board initiates	About even	You initiate
1	2	3

d) All in all, how well informed would you say the board is on education in the district?

Very well	Moderately well	Moderately poorly	Very poorly
4	3	2	1

e) On the average, about how many times a week do you talk to your superintendent about problems or issues in the district?

0-4	5-8	9-12	13+

f) Would you say that board members usually initiate contact with the superintendent, that he/she initiates contact with them or that it's about the same amount?

Board initiates	About even	You initiate
3	2	1

g) In some districts it is hard for board and administration to get together and share information, while in other districts it's easy. How easy is it here for board and administration to get together and share information?

Very easy	Moderately easy	Moderately hard	Very hard
4	3	2	1

h) What are some of the things that make it hard to get together?

i) Are there any things that make it easy?